George Mason University
College of Education and Human Development
Elementary Education

EDUCATION & HUMAN DEVELOPMENT MASON

Promoting Learning & Development Across the Lifespan

EDUC 301- 001 Educating Diverse and Exceptional Learners
3 credits, Summer 2024
Asynchronous, Online
May 13th to July 9th 2023

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.

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

Course Overview
This course provides an introduction to the sociocultural factors (e.g., race, ethnicity, religion, language, gender, sexual orientation, socioeconomic status) intersect to shape cultural identity and influence the educational experience of culturally and linguistically diverse and exceptional learners. Laws and policies that affect education along with instructional approaches and strategies that value diverse learners through a strengths-based lens and support inclusive classrooms are explored. This course provides a springboard for deeper learning around these critical topics.

Course Delivery Method

This course will be delivered online (76% or more) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @ gmu.edu) and email password. The course site will be available on **Monday, May 13, 2024 at 12:00 p.m. EST**.

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

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:
- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
  To get a list of supported operation systems on different devices see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- 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:
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player:
  - https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations
- Course Week: Because asynchronous courses do not have a "fixed" meeting day, **our week will start on Monday and finish on Sunday**.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials **at least 3 times per week**.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the

course are expected to seek assistance from the instructor and/or College or University technical services.

- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette: **The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so that others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.**
- Accommodations: Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

<mark>Learner Outcomes or Objectives</mark>

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

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

Professional Standards

Brown_Summer 2024

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

InTASC Standards (The Interstate Teacher Assessment & Support Consortium):
- o **Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- o **Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

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

<mark>Course Performance Evaluation</mark>

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

Students are expected to submit **all** assignments **on time** and in the manner outlined by the instructor on the **assigned due date**. <mark>Late assignments will not receive credit unless you speak with the professor 48 hours in advance to discuss an extension.</mark> All assignments will be posted in Blackboard.

Unless otherwise specified, all submissions must be uploaded to Blackboard as Word (.doc or .docx files) using the following file naming conventions:

LAST NAME_ASSIGNMENT NAME_DATE.docx

Live and shared files (eg., files linked from OneDrive, GoogleDrive, DropBox, etc.) will not be accepted.

Assignments and/or Examinations:

Assignment	Due Date	Points
Class Participation: The class participation grade will reflect the quality as well as quantity of your participation. Satisfactory participation requires that you are **engaged** throughout **each week** online in learning tasks (e.g., Discussion Board, Blogs, Wikis, etc.) and complete ALL learning tasks/assignments on a weekly	**Ongoing**	150 (20 points per week for first 7 weeks & 10 points for last half week)

basis in a thorough and thoughtful way. **Reminder: This course is NOT self-paced.**		
Teacher Journal Article Response: 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).	**Due Sun. June 2**	50
Be A Teacher for 15 Minutes: Collaborate with classmates to create and share a multimedia presentation on one of the approved topics related to student diversity. (List of potential topics, specific directions, and rubric on Blackboard. **Multimedia Presentation format must be compatible with Blackboard**).	**Due Sun. June 16**	100
Professional Dialogue w Future Teacher Self: Thinking as a future teacher, you will reflect on dialogic conversations with classmates across the semester, your field experience and your personal connections to EDUC course content. Through this "interview" with your future teacher self, you will share the knowledge, dispositions, and insights gained around working with diverse and exceptional learners and their families in your future classroom/school. (Assignment details below and on Blackboard).	**Due Sun. June 23**	100
Field Experience & Reflection: Observe in your field placement classroom (or if approved by the instructor to view videos via Mason Teaching Channel and other educational websites). Work to observe 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). This reflection paper makes connections between learning in EDUC 301 and the observations completed. (Assignment details below and on Blackboard).	**Due Sun. June 30**	50

==Major Assignment Descriptions==

- ==**Attendance/Class Participation**== **(20 points for 7 weeks; 10 points for last half week)**: Active participation in learning activities on Blackboard in each weekly module is a crucial element of this asynchronous, online class. Your class participation grade each week will reflect the quality of your participation. Such participation can only occur when you are **present, prepared** and **engaged** in online learning activities (e.g., Discussion Board, Blogs, Wikis, etc.). **Each week begins on Monday morning and ends on Sunday night at 11:59pm. It is your responsibility to complete readings, watch videos, explore websites, etc. throughout the week and to complete any learning activities per directions and due dates in each weekly module.** That is, *==please do not expect to get online once or twice and/or wait until the weekend to engage with the content and complete learning activities.==* **Quality engagement each week means exploring the content deeply, thinking critically, and sharing your thoughts and responses with your peers via respectful dialog and other learning activities during each weekly module**. See Class Participation Rubric under the Major Assignments button on Blackboard.

 Unless otherwise specified, all submissions must be uploaded to Blackboard as Word (.doc or .docx files) using the following file naming conventions:
 LAST NAME_ASSIGNMENT NAME_DATE.docx
 (eg., Brown_CDTWeek1_051824.docx)
 Live and shared files (eg., files linked from OneDrive, GoogleDrive, DropBox, etc.) will not be accepted.

- **<mark>Teacher Journal Article Response</mark> (50 points)**: Read a current professional practitioner journal article on topics related to effectively teaching diverse and exceptional learners in inclusive classrooms. Article options are organized into folders: (1) *Teaching Learners with Special Needs, Teaching English Learners*, and (2) *Creating Culturally Responsive Teaching and Learning Environments*. You will select **one** article from **one** of these folders that is of interest to you. **Using the graphic organizer template provided (see Major Assignments button on Blackboard)**, you provide information about the article you have read including: (1) 3 key concepts, (2) 2 analytical paragraphs showing connections and applications to course readings, (3) 1 quote from each source and reflection point <u>worthy of class discussion</u>, and (4) 3 questions to explore in the future and why. Provide proper citation in APA-7 style for the article. **As you read your selected journal article, please keep notes about your connections, critiques, and/or questions/wonderings so that you will be prepared to complete the graphic organizer**. **The graphic organizer on Blackboard provides information on how points will be allocated on this assignment.**

  All submissions must be uploaded to Blackboard as Word (.doc or .docx files) using the following file naming conventions:
  LAST NAME_ASSIGNMENT NAME_DATE.docx
  (eg., Brown_TJAR_060224.docx)
  Live and shared files (eg., files linked from OneDrive, GoogleDrive, DropBox, etc.) will not be accepted.

- **<mark>Be a Teacher Presentation</mark> (100 points)**: You want to be a teacher…here's your chance! You will also practice collaboration skills by **working with classmates** 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 group will share your presentation via a Discussion Board link. Everyone will view and respond respectfully to peers' presentations. Topic approval and sign-up required. (List of potential topics, specific directions, and rubric on Blackboard).

- **<mark>Professional Dialogue with Future Teacher Self</mark> (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

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*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 Spring 2024 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. I**nclude the headings** for each of the 4 major topics in your paper. Be sure to **include each question in each section above your answer**.

> **All submissions must be uploaded to Blackboard as Word (.doc or .docx files) using the following file naming conventions:**
> **LAST NAME_ASSIGNMENT NAME_DATE.docx**
> **(eg., Brown_PDwFTS_062324.docx)**
> **Live and shared files (eg., files linked from OneDrive, GoogleDrive, DropBox, etc.) will not be accepted.**

- **Field Experience & Reflection (50 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 by Mason's Education Librarian 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).

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

Observe and espond 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 course connection andreflections to

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learning from EDUC 301. You will also extend your responses to connections made within your field placements and any relevant experiences of your own in schools as a teacher education student.

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

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

Your answers to *each set of questions for each of the 4 video observations* is worth 25 points (25 x 2 = 50 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 Spring 2024 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 <u>**single-spacing**</u> with <u>**double-spacing between each question in each set and between video observations**</u>. 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**.

> All submissions must be uploaded to Blackboard as Word (.doc or .docx files) using the following file naming conventions:
> > LAST NAME_ASSIGNMENT NAME_DATE.docx
> > > (eg., Brown_Reflection_063024.docx)
> Live and shared files (eg., files linked from OneDrive, GoogleDrive, DropBox, etc.) will not be accepted.

Important Program Policies:

- **AI Policy**

Use of Generative-AI tools should be used following the fundamental principles of the Honor Code. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative-AI tools.

- **Online Participation/Attendance Policy**

In accordance with the GMU Attendance Policies (University Catalog, 2023-2024), "Students are expected to attend the class periods of the courses for which they are registered. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, early departure, or failure to engage in online classes as de facto evidence of nonparticipation." Students are expected to participate in **ALL** online discussions/learning activities each week. **Not participating in a weekly module is equivalent to being absent from a face-to-face class and will be reflected with a zero for the week and counted as an unexcused absence**. If you miss more than two classes, you may not be able to earn a passing grade and then must retake the class.

In the event that an entire weekly module must be missed due to unavoidable extenuating and extreme circumstances, please communicate to the instructor *1 week in advance of that event*. Extenuating circumstances include:

> Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service are exemptions 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** each week unless 48 hours advance notice has been provided to the instructor.

Students without a serious, extenuating reason for missing a weekly module will lose the participation points for that class session. **Students with one or more unexcused absences during this 7 ½ -week course will not receive credit for the course.**

- **Grading**

Grade	Grading Scale	Interpretation
A+	97-100	Represents mastery of the subject through effort beyond basic requirements
A	93-96	
A-	90-92	
B+	87-89	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	83-86	
B-	80-82	
C+	77 – 79	
C	73 – 76	
C-	70-72	Denotes an unacceptable level of understanding and application of the basic elements of the course. Grade does not meet the minimum requirement for licensure courses.
D	60-69	
F	<59	

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

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

Note: Faculty reserve the right to alter the schedule as necessary, with notification to students. All print-based and links to online texts, videos and other resources will be available on Blackboard.

Class Session	Topics	Readings & Resources ON BLACKBOARD	Assignments Due
Week 1 Monday May, 13th to Sunday. May 19th	**Introduction and Syllabus Review** **Who are Diverse Learners; What is Full Inclusion?; Introduction to Intersectionality**	**Explore various readings and websites** to understand creating inclusive classroom. Highlight key ways to incorporate full inclusion in today's classrooms **View video on** Intersectionality from Learning for Justice **NOTE: ALL online texts (videos, websites, blogs, etc.) AND journal articles will be located in each weekly module on Blackboard.** **Please be certain to access, read, and engage with all content in each weekly module.**	Complete all learning activities and assignments in Weekly Module 1 **Work on Teacher Journal Article Response—Due at end of Week 3.**
Week 2 Mon. May 20th to Sun. May, 26th	**Brief History of Education**: (Civil Rights Act 1964; Equal Educational Opportunities Act 1974, etc.); **School Account-ability** ESEA to NCLB to ESSA; **Impact of IDEA** Categories of Disabilities under IDEA	**NOTE: ALL online texts (videos, websites, blogs, etc.) AND journal articles will be located in each weekly module on Blackboard.** **Please be certain to access, read, and engage with all content in each weekly module.** **Online text, video, and reading topics:** • Historical Timeline of Public Education in the U.S.; • From the Elementary and Secondary Education Act (**ESEA**) 1965 to No Child Left Behind (**NCLB**) 2001 to the Every Student Succeeds Act (**ESSA**) 2015**;** **Individuals with Disabilities Education Act:** • IDEA Purpose	Complete all learning activities and assignments in Weekly Module 2 **Decide on topics for Be A Teacher for 15 Minutes with Classmate Presentation** **Work on Teacher Journal Article Response – Due at end of Week 3.**

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		• IDEA History • Rehabilitation Act of 1973, Section 504 • Americans with Disabilities Act of 1990, Title II • Free and Appropriate Public Education (FAPE) for all children • IDEA-Related Centers • Evidenced-Based Practices re Autism • Office of Special Education & Rehabilitative Services (OSERS) **National Center for Education Statistics--**Children and Youth with Disabilities:	
Week 3 Mon. May 27th to Sun. June 2nd	**Special Education Eligibility:** Least Restrictive Environment (LRE); Overview of IEP/504 Response to Intervention (RTI) to MTSS & PBIS Learning disabilities and Dyslexia, Autism Spectrum Disorder, Introduction to ADHD, Other Health Impairments (OHI) Connecting with Diverse Families with Exceptional Learners	**NOTE: ALL online texts (videos, websites, blogs, etc.) AND journal articles will be located in each weekly module on Blackboard.** **Please be certain to access, read, and engage with all content in each weekly module.** **Online text, video, and reading topics:** • **Least Restrictive Environment (LRE)** – connection to *inclusion* • **LD online –** Educators' guide to learning disabilities; Understanding ADHD • **Academic Success for All Students – A Multi-Tiered Approach** – from Edutopia • **Understanding Dyslexia:** • Video by Dr. Rachna Varia • Dyslexia in Different Languages • **MTSS:** Meeting Behavioral Needs, K-5 – from Edutopia	Complete all learning activities and assignments in Weekly Module 3 **Teacher Journal Article Response DUE**

| Week 4
Mon.
June 3rd to
Sun.
June 9th | **Sociocultural Perspectives on Learning:** Intersection of Culture, Language, & Identity

Introduction to Culturally Responsive Pedagogy: Features of CRP

Intro to World Class Instructional Design & Assessment (WIDA) English Language DevelopmentStandards- - in connection to: Bilingual Education Act 1968; Virginia Standards of Learning (SOLS)

Foundations of Effective Instruction for ELs: Strengths-based vs. deficit perspective; Providing ELs access to grade-level content; ELs' Funds of Knowledge | **NOTE: ALL online texts (videos, websites, blogs, etc.) AND journal articles will be located in each weekly module on Blackboard.**

Please be certain to access, read, and engage with all content in each weekly module.

Online text, video, and reading topics:
Intro to Culturally Responsive Pedagoy
　<mark>**Read from textbook:**</mark>
　• **Pages 1-17** of *No more low expectations for English learners* (**required paperback textbook**)
　• **Characteristics of Culturally Responsive Teaching** from Teaching Diverse Learners, The Education Alliance at Brown University

World Class Instructional Design and Assessment (WIDA) and VA SOLS
　• **Bilingual Education Act**
　• **Virginia Department of Education – English as a Second Language:**
　　○ Standards
　　○ Instruction
　　○ Professional Organizations
　　○ Parent Resources
　• **Lau v. Nichols (1974)**
　• **Recap of Luis Moll's Research on Funds of Knowledge**

Resources & strategies to connect to and honor students' cultures, experiences, and backgrounds | Complete all learning activities and assignments in Weekly Module 4

Work on Be A Teacher for 15 Minutes with Classmate Presentation — due in Week 5 |
| Week 5
Mon. | **Intro to the SIOP Model** | **NOTE: ALL online texts (videos, websites, blogs, etc.) AND journal articles will be located in each weekly module on Blackboard.** | Complete all learning activities and assignments in Weekly Module 5 |

| June 10th to Sun. June 16th | Learning as social activity; Learning is Language-Based Access to grade-level content through high expectations

TESOL's 6 Principles for Effective Teaching of ELs
Universal guidelines from research on language pedagogy & language acquisition theory

Assistive Technology with Exceptional Learners
• Using Digital Tools to Support ELs' Literacy & Language Development | **Please be certain to access, read, and engage with all content in each weekly module.**
   <mark>**Read from textbook:**</mark>
   • **Pages 18-35** of *No more low expectations for English learners* (**required paperback textbook**)

Online text, video, and reading topics:
   • Using **SIOP Model** to link content learning and language development
   • **The 6 Principles for Exemplary Teaching of English Learners** – from TESOL International
   • WIDA Can-Do Philosophy and Can-Do Descriptors

Assistive Technology
   • Center on Technology and Disability (CTD);
   • Assistive Technology Basics;
   • Assistive Technology for Reading;
   • IRIS Center – Assistive Technology Module;
   • **Tech Tools to Support ELs Literacy & Language Development** – blog from International Literacy Association (ILA);
   • **Technology and ELs** – from ColorinColorado | **Be A Teacher for 15 Minutes with Classmate Presentation - DUE**

Work on Professional Dialogue w. Future Teacher Self– due in Week 6 |
| **Week 6**
Mon.
June 17th to Sun.
June 23rd | **Dually Identified Students:**
Language Learning & Language Difference vs. Learning Disability; Programs & Support; Importance of Students' Cultural, Linguistic, & Educational Background | **NOTE: ALL online texts (videos, websites, blogs, etc.) AND journal articles will be located in each weekly module on Blackboard.**

Please be certain to access, read, and engage with all content in each weekly module.
   <mark>**Read from textbook:**</mark>
   • **Pages 37-75** of *No more low expectations for English learners* (**required paperback textbook**) | Complete all learning activities and assignments in Weekly Module 6

Professional Dialogue w. Future Teacher Self—DUE

Work on Field Experience Reflection – due in Week 7 |

		Education & ELs: Federal & State Laws & Policies guiding Education for ELs	Online text, video, and reading topics:	
			• **ColorinColorado** – A Bilingual Site for Educators and Families of English Learners	

		Gifted Education: Discrimination and disparities in Gifted Identification; New Perspectives on Giftedness; Twice exceptional learners—Gifted learners with disabilities	• **Special Education & ELs:** Opportunities & Challenges, Student Needs, Instruction & Assessment
			• **U.S. Supreme Court Cases**:
			   o Plyler v. Doe
			   o Castañeda v. Pickard
			• **National Association for Gifted Education**
			• **Problem-Based Learning for Identifying ELs for Gifted and Talented Ed**	

Week 7 Mon. June 24th to Sun. June 30th	**Racial Equity for Students of Color:** Racial Disproportionality in School Discipline—a systemic problem **Social Justice Standards: Anti-Bias Framework** (from Teaching Tolerance) **Anti-Bullying** Bullying of Children with Disabilities; Preventing Bullying	**NOTE: ALL online texts (videos, websites, blogs, etc.) AND journal articles will be located in each weekly module on Blackboard.** **Please be certain to access, read, and engage with all content in each weekly module.** **Online text, video, and reading topics:** • **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) • **Learning for Justice—**When Educators Understand Race and Racism • **Bullying of Youth with Disabilities and Special Health Needs** • **National Bullying Prevention Center** • **National Education Association (NEA) –**Teaching Students to Prevent Bullying:	Complete all learning activities and assignments in Weekly Module 7 **Field Experience Reflection—DUE** **Please Complete Student Evaluations of Teaching!**

		• **Edutopia:** Students Standing Up to Bullying and Hate: • **Not in Our Town/Not in Our Schools**	
Week 7.5 Mon. July 1st to Wed. July 3rd	**Universal Design for Learning** (UDL); **Reimagining Multicultural Education:** Religious Diversity & Cultural Pluralism; **Teaching for Global Competence** Foster inquiry, perspective taking, dialog, and action **Equity in Education:** Gender equity; Equity for LGBTQIA students	**NOTE: ALL online texts (videos, websites, blogs, etc.) AND journal articles will be located in each weekly module on Blackboard.** **Please be certain to access, read, and engage with all content in each weekly module.** **Online text, video, and reading topics:** • National Center on **Universal Design for Learning (UDL)** • **IRIS Center-UDL** • **Definitions of Multicultural Education** **Critical Multicultural Pavilion** – Websites for Educators (from EdChange Project) • CREDE'S Five Standards of Effective Pedagogy • Teaching for Global Competence • How to Be a Global Thinker • Strategies for Teaching Open-Mindedness **LGBT Inclusive Curriculum; Gender Equity in the Classroom**	Complete visual representation. **Can be posted on or before Wednesday Mar. 13th** **Please Complete Student Evaluations of Teaching!** THANK YOU! ☺

Professional Dispositions

See https://cehd.gmu.edu/students/polices-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 http://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 VIA should be directed to viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments. 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 "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, 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 or support measures 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 http://cehd.gmu.edu/.