Secondary Education and Educational Leadership
SED 450.002
Meeting the Needs of Diverse Learners

Spring 2011

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Course Time & Location: TR 2-2:50 pm McKibben 451
Office Hours: M 12-6, TR 9-9:30, 10:45-12:30, 3-3:30, 5-6 pm
Credits: 2 hours
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Prerequisites: EPS 380, SED 370, SED 371, SED 372

I. Course Description:

This course seeks to provide understanding and strategies that will empower pre-service teacher candidates to assume the responsibility for the creation of a classroom learning environment wherein students from diverse cultural, linguistic, ethnic, economic, and ability backgrounds may attain maximum academic, social, and emotional success. Major topics of instruction and investigation include the role of culture and language in schooling, traditions and value systems of culturally diverse individuals, culturally responsive teaching, diverse world views, and theoretical underpinnings of diversity pedagogy.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

This course addresses the COE mission and values. The course prepares “competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.” Specifically the course helps student learn to teach to all students and work with diverse families and students. In addition the course helps to prepare professionals for the public schools. The course promotes academic excellence through critical, reflective, and creative thinking, life-long learning, collaboration and shared decision-making, openness to new ideas, to culturally diverse people, and to innovation and change; integrity, responsibility, diligence, and ethical behavior, and service that enriches the community.

Program Learning Outcomes:

1. The student will develop and adapt instruction and assessment for based on the needs of diverse students.
2. The student will effectively manage a diverse learner centered classroom.
3. The student will implements and modifies instruction based for all students incorporating technology as appropriate.
4. The student will understand the purpose of education, philosophical perspectives including professional, legal and ethical issues.
5. The student will use strategies and methods for reading and literacy in various content areas.

Student Learning Outcomes:

The objectives for this course, as with the intended learning outcomes, conform to the College of Education’s Conceptual Framework. Specifically, all course-related activities strive to facilitate the inculcation of the College’s Core Values, those being: academic excellence through critical, reflective, and creative thinking; an appreciation for and understanding of the relevance for lifelong learning; recognition of the importance of collaboration and shared decision making; incorporation of openness to new ideas, culturally diverse people, and innovation and change; enhanced application of the practice of integrity, responsibility, diligence, and ethical behavior; and the development of a personal and professional commitment to service that enriches the community. It is the mission of the College of Education to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership and continued professional and intellectual development. As such, this course seeks to prepare each teacher candidate in the development of those skills and abilities necessary for meaningful, effective instructional leadership with a wide array of diverse learners.

Course goals that seek to frame the course context and provide guidance for the attainment of the aforementioned objectives include:

- The candidate will develop an understanding of the traditions and value systems of culturally diverse individuals.
- The candidate will develop a heightened awareness of and appreciation for culture’s role in the learning environment
- The candidate will develop insights, understanding, and an appreciation for the implementation of culturally relevant teaching.
- The candidate will develop a base of information and a repertoire of strategies related to meeting the needs of all students in the twenty-first century classroom.
- The candidate will develop an appreciation for and an understanding of a wide range of diversity topics, to include: GT, AP, adolescents, SES, special needs, gender, and religion.
- The candidate will examine various theories of learning and instructional strategies, in particular the application of differentiated instruction and assessment and culturally relevant teaching.
- The candidate will gain a heightened awareness of legal and ethical issues related to diverse learners.
- The candidate will develop an appreciation for and an understanding of the vital need for collaboration and interaction with family and community.
This course aligns with other Secondary Education courses in that it seeks to contribute to the academic base essential for the development of professional educators who are well-grounded in the current knowledge and research in the field of teaching and learning.

The content of the course will reflect areas of effective teaching practices addressed by the Pedagogy and Professional Responsibilities test of the Texas Examinations of Educator Standards (TExES). The course content will be examined in the context of how it applies to appropriate professional practice as well as its relationship to the competencies (available at www.sbec.state.tx.us). SED 460 will specifically focus upon Competencies 002, 003, 004, 009, 010, and 011.

**ELL Standards**

a. II.003.2 Knows effective instructional methods and techniques for the ESL classroom and selects and uses instructional methods, resources, and materials appropriate for addressing specified instructional goals and promoting learning in students with diverse characteristics and needs.

b. II.003.3 Applies knowledge of effective practices, resources, and materials for providing content-based ESL instruction, engaging students in critical thinking, and fostering students’ communicative competence.

c. II.003.4 Knows how to integrate technological tools and resources into the instructional process to facilitate and enhance student learning.

d. II.004.2 Understands the role of the linguistic environment and conversational support in second-language development, and uses this knowledge to provide a rich, comprehensive language environment with supported opportunities for communication in English.

e. II.004.3 Applies knowledge of practices, resources, and materials that are effective in promoting students’ communicative competence in English.

f. II.004.6 Applies knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select instructional strategies and resources that facilitate communicative language development.

g. II.005.7 Knows personal factors that affect ESL students’ English literacy development (e.g., interrupted schooling, literacy status in the primary language, prior literacy experiences) and applies effective strategies for addressing those factors.

h. II.006.3 Applies knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select instructional strategies and resources that facilitate ESL students’ cognitive-academic language development and content-area learning.

i. II.007.3 Knows standardized tests commonly used in ESL programs in Texas and knows how to interpret their results.

j. II.007.5 Understands relationships among state-mandated standards, instruction, and assessment in the ESL classroom.

k. III.009.1 Understands cultural and linguistic diversity in the ESL classroom and other factors that may affect students’ learning of academic content, language, and culture (e.g., age, developmental characteristics, academic strengths and needs, preferred learning styles, personality, sociocultural factors, home environment, attitude, exceptionalities.

l. III.009.2 Knows how to create an effective multicultural and multilingual learning environment that addresses the affective, linguistic, and cognitive needs of ESL students and facilitates students’ learning and language acquisition.

m. III.010.1 Applies knowledge of effective strategies advocating educational and social equity for ESL students (e.g., participating in LPAC and ARD meetings, serving on SBDM committees, serving as a resource for teachers).

III. Course Assignments, Activities, Instructional Strategies, Use of Technology:

1. **Reflections on Diversity Case Studies (160 pts.)** - Students will reflect upon appropriate teacher responses to classroom situations in case studies involving various aspects of diversity, including race and ethnicity, gender, religion, socioeconomic status, sexual orientation, and language. **Supports the COE core value of Openness** to new ideas, to culturally diverse people, and to innovation and change.

2. **Study Guide Assessment (60 pts.)** over textbook reading on English Language Learners. **Supports the COE core value of Openness** to new ideas, to culturally diverse people, and to innovation and change.

3. **Quiz** over legal and ethical issues in Texas education (100 pts.). **Supports the COE core value of Integrity, responsibility, diligence, and ethical behavior.

4. **Exam** over methods of differentiating instruction for diverse learners (100 pts.). **Supports the COE core value of Academic excellence** through critical, reflective, and creative thinking and the COE core value of Openness to new ideas, to culturally diverse people, and to innovation and change.

5. **Inner/Outer Circle Seminar (100 pts.)** Each student will prepare questions and answers from readings about students with special needs and then participate orally in this seminar activity. **Supports the COE core value of Openness** to new ideas, to culturally diverse people, and to innovation and change.

6. **Cultural Identity Project (100 pts.)** Each student will describe his/her own personal cultural identity by analyzing the many influences that converged to forge this identity. **Supports the COE core value of Academic excellence** through critical, reflective, and creative thinking.
7. **Classroom Diversity Plan (100 pts.)**- Each student will create a diversity plan for his/her classroom based on information gained in the class. **Supports the COE core value of Openness to new ideas, to culturally diverse people, and to innovation and change and the core value of Academic excellence through critical, reflective, and creative thinking.**

8. **ELL/ENLACE Modules/Quiz (60 pts)** **Supports the COE core value of Openness to new ideas, to culturally diverse people, and to innovation and change.**

9. **Professional Dispositions (100 pts.).** At this point in each student’s professional development, the Department of Secondary Education expects pre-service candidates to demonstrate a wide range of professional dispositions, to include: attendance, class participation, adherence to professional ethics, collaboration, commitment to diversity, initiative, responsibility, responsiveness to professional feedback, self-reflection, and student focus. Each student is required to participate in class through discussion and collaboration. Based upon interaction and observation of each student during the semester, the course instructor will calculate the disposition grade. **Supports the COE core value of Integrity, responsibility, diligence, and ethical behavior, the core value of collaboration and shared decision-making.**

10. **Professional Growth Opportunities (20 pts. each)** Just as professional educators have the opportunity for continued professional growth, students will be given the opportunity to extend, elaborate, and apply their classroom learning to two educational experiences outside of the classroom setting. These experiences will vary with the semester depending upon community and university events. **Supports the COE core value of Life-long learning.**

**IV. Evaluation and Assessments (Grading):**

Student grades will be determined by the following criteria:

1) Case Studies 160 pts.
2) Study Guide 60 pts.
3) Quiz Legal Issues 100 pts.
4) Exam 100 pts.
5) Inner/Outer circle Seminar 100 pts.
6) Cultural Self-identity Task 100 pts.
7) Classroom Diversity Plan 100 pts.
8) ELL/ENLACE Quiz 60 pts.
9) Attendance and Professional Dispositions 100 pts.

To determine your grade, take your points earned and divide by the number of points possible. Letter grades for the course will be determined as follows:

- 90-100% = A
- 80-89% = B
- 70-79% = C
- 60-69% = D
- Below 60% = F

**V. Tentative Course Outline/Calendar:**

- **Week # 1:** Preparing for Internship
- **Week # 2 and 3:** Legal and ethical issues in education
- **Week # 4:** Diversity in society
- **Week # 5:** History and theory of diversity education
- **Week # 6:** Culture and learning
- **Week # 7:** Culturally relevant instruction
- **Week # 8:** Culturally relevant instruction
- **Week # 9:** Diversity in Race and ethnicity
- **Week # 10:** Diversity in Learning styles and culture
- **Week # 11:** Diversity in Religion and culture
- **Week # 12:** Diversity in Gender and sexual orientation
- **Week # 13:** Diversity in Ability/Disability
- **Week # 14:** Diversity in Language and learning
- **Week # 15:** Diversity in Social class and status
VI. Readings (Required and recommended—including texts, websites, articles, etc.):

3) Required Course Packet available at Staples- This one packet includes required forms and materials needed for both SED 450 and 460 Internship. Be sure to ask for the packet for Dr. Black’s section of SED 450/460.002.
4) Additional readings will be assigned and/or distributed as the class progresses.
5) One two inch 3 ring binder with dividers for both intern classes.

6. The state adopted standards for Texas or TEKS are available at: http://www.tea.state.tx.us/index2.aspx?id=6148&menu_id=720&menu_id2=785

VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

Attendance:

a. Personal Days- You are expected to attend all classes, arrive on time, and actively participate in class. You are allowed two "personal days" that you may take at your discretion, but only with prior notification. This is a professional courtesy that must become part of your routine. You may notify me by phone or email, or advise me during class time. Exam days are excluded from this policy. Work due on the day you are absent must still be submitted ON THAT DAY, by a classmate or electronically.

b. Excused Absences- You also have officially excused SFASU days available to you that are covered under SFASU policy. University policy lists the following reasons for excusing a student: Health-related issues, family emergencies, and student participation in university-related activities. Sick days and university-related activities require appropriate documentation so that any missed work may be completed.

c. Unexcused Absences- Two unexcused (absences other than those listed above) will result in a letter grade reduction in your final average. It is YOUR responsibility to NOTIFY the instructor if you are going to be absent.

d. Missed quizzes/exams may only be rescheduled in cases of excused absences including documented personal illness or family emergency.

Students with Disabilities
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Academic Integrity
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university polity on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.
Acceptable Student Behavior
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (See the Student conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendation for resources or other assistance that is available to help SFA students succeed.

Withheld Grades Semester Grades Policy (A-54)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

IX. Other Relevant Course Information:

Mobile technology:
Please turn off any mobile phones prior to the beginning of class. If you are expecting an important call during class time, please inform the instructor before class. Mobile phones, iPods, or texting devices are prohibited during quizzes or exams. Do not listen to iPods during class.