

EDDA 511 Teaching Diverse Learners Description and Rubric

- 1. Pedagogical and Personal Practice Project: (Key Assessment) [55 points]** Students will create a portfolio that demonstrates research-based practice in meeting the needs of students with diverse cultural/linguistic/exceptional learning needs. The portfolio will include: (a) *lessons* that reflect a UDL approach and culturally/linguistically/SES/disability responsive instruction; and (b) a Statement of Personal Practical Theory.

ROUGH DRAFT for use in class: Sept 11.

FINAL IS DUE SEPT 23 via mail/delivery (or in Moodle) to Lori Leaman, EMU Education Department, 1200 Park Rd, Harrisonburg, VA 22802. Include in your mailing a self-addressed, stamped envelope so that I can return the graded project to you.

Components:

- a. 2 UDL LESSON PLANS (30 points):** Students will design two universally designed lesson plans to meet *specific needs of actual students* you have taught, or will be teaching this fall. A description of the assignment/rubric will be distributed in class. Rough draft for use in class: **Sept 11**. Final due: **Sept 23**.
- b. Personal Practice Theory (PPT) Statement (25 points)** Researchers have indicated for at least two decades that the “teachers’ personal theories (their beliefs) and the practical knowledge (derived from experiences) ultimately guide their actions in the classroom (Chant, 2002; chant et al, 2004; Clandinin, 1986; Cornett et al., 1990)” (as cited by Levin & He, 2008, p. 56). Levin and He (2008) refer to this statement as a Personal Practical Theories (PPT). Elements of research-based theory (Diversity Pedagogy, Framework for Teaching the ELL, and UDL) as well as the personal beliefs and experiences of the graduate student will inform the PPT. Students will reference the research throughout the paper; throughout the paper, students should give CLEAR EVIDENCE of beliefs and attitudes explaining why and how teachers should value and celebrate all students from diverse backgrounds and with exceptional learning needs. A description of the assignment/rubric will be distributed in class. Outline of bulleted points for each is due for use in class **Sept 11**. Final is due **Sept 23**.

Section I: Context of My Teaching: Description of the School and Community and the Description of your Students.

Section 2: Management Practices:

- **Classroom Organization.** Based on what you learned in this course, write a brief paragraph about the way you will physically change the set up and organization of your classroom this year (i.e., preferential seating, cooperative grouping, classroom arrangement, materials used, technology or assistive tech devices, etc.). Give reasons/rationale.
- **Procedures and Routines.** Based on what you learned in this course, write a paragraph or two about the procedures and routines you will establish to

provide for safety, affective development, engagement, and routine for all learners. Explain the reasons/rationale for your choices.

- **Communication.** Based on what you learned in this course, write a paragraph or two about your communication with students and with families of students for this fall (from diverse cultural/linguistic backgrounds and families of students with exceptional learning needs). What elements are essential for communicating respect and belief in students and their ability to learn? Explain the reasons/rationale for your choices.
- **Relationships and Identity.** Based on what you learned in this course, write a paragraph or two to describe your intended relationship, as a teacher, with your students from diverse backgrounds and students with exceptional learning needs. What is your role as teacher—how has this shifted? How does power/beliefs/prejudice play into identity formation? How will you foster positive identity? Self-determination? Explain the reasons/rationale for your choices.

Section 3: Differentiation and Responsive Instruction

Select two of the following diverse learning needs as the two areas that you find yourself wanting to target for change and growth this year: ELL, cultural diversity, SES diversity, disability, gifted. For each of the two diverse learning needs that you selected, write a proposal outlining the ways you will refine your practice according to the research. You should address your shifts in: beliefs, instruction, and ways of relating.

Include: (a) *Brief Literature Review*: What is the research surrounding this pedagogical practice? (b) *Current Practice*: Describe what you are currently doing, the realizations you have made, and how your current practice may not be meeting the diverse needs of your student(s); (c) *Proposed Practice*: Describe what changes you will make in your beliefs, instruction, and ways of relating. Describe specific actions you will take in incorporating this practice into your lesson plan, into your actions (what will it look like), and your concluding beliefs about how this will more fully meet needs. **APA format is required.**

- Culturally Responsive Teaching (2 page minimum, not more than 3 pages):** Identify at least one CR pedagogical practice you will incorporate this year and write a proposal for utilizing this practice. Choose one practice from Hernandez Sheets' (2005) *Pedagogical Dimensions of Diversity*: Cultural Identity formation, Social Interactions, Culturally Safe Classroom Practices, Language/Conversation/Questioning Techniques, Culturally Inclusive Content/Materials, Culturally Responsive Instructional Practices, or Assessment.

- ii. **Linguistically Responsive Teaching (2 page minimum, not more than 3):** Students will identify one of the following pedagogical practices to write a proposal for refining their practice according to the research for linguistically responsive teaching. Students will choose one practice from the Linguistically Responsive Teaching Model presented in class, based on SIOP: Assessment, Building Background, Comprehensible Input, Strategies, and Interactions.
- iii. **SES responsive Practice (2 page minimum, not more than 3):** Based on readings, outside research, and materials used in class, describe what types of practices are recommended for students who live in poverty or are homeless.
- iv. **Exceptionalities/Disability (2 page minimum, not more than 3):** Based on readings, outside research, and materials used in class, describe what types of practices are recommended for students with specific disabilities that will be on your roster this fall.
- v. **Gifted (2 page minimum, not more than 3):** Based on readings, outside research, and the recommendations made by Clark (2008), describe ways to build extended learning right into your everyday lesson plans for learners who are G/T.

THROUGHOUT the paper: Students should give clear evidence of beliefs and attitudes explaining *why* and *how* teachers should value and celebrate all students from diverse backgrounds and with exceptional learning needs.

EDDA 511 Teaching Diverse Learners Key Assignment Rubric

	Exemplary Demonstration	Meets Expectations	Does No Meet Expectations	Score
	3	2	1	(Weight)
PART I				
Description of the school and community	Explicit description of the number of students, age, cultural, academic, and socioeconomic profile, and thorough description of the community	Complete description of the number of students, age, cultural, academic, and socioeconomic profile, and description of the community	Incomplete or missing description of the number of students, age, cultural, academic, and socioeconomic profile, and brief description of the community	(__X 2=__)
Description of the students	Explicit description of the number of students, age, cultural/racial, academic, and socioeconomic profile as well as, the number of students with exceptional learning needs.	Complete description of the number of students, age, cultural/racial, academic, and socioeconomic profile, as well as, the numbers of students with exceptional learning needs	Incomplete or missing description of the number of students, age, cultural/racial, academic, and socioeconomic profile, as well as, the number of students with exceptional learning needs	(__X 2=__)
PART II				
(Course outcome #1- Disposition)				
Beliefs and attitudes about why and how teachers should value and celebrate all students from diverse backgrounds and with exceptional learning needs	Comprehensive statement of beliefs and attitudes explaining why and how teachers should value and celebrate all students from diverse backgrounds and with exceptional learning needs	Basic, but not comprehensive statement of beliefs and attitudes explaining why and how teachers should value and celebrate all students from diverse backgrounds and with exceptional learning needs	Incomplete statement of beliefs and attitudes explaining why and how teachers should value and celebrate all students from diverse backgrounds and with exceptional learning needs	(__X 5=__)
(Course outcome #5 –Pedagogical Knowledge)				
Physical set up and organization of the classroom as it pertains to students from diverse background	Comprehensive articulation of the way in which the classroom will be physically set up and organized to meet the needs of learners from diverse backgrounds and with exceptional learning needs.	Identifies a few basic ways in which the classroom will be physically set up and organized to meet the needs of learners from diverse backgrounds and with exceptional learning needs	Does not identify a few basic ways in which the classroom will be physically set up and organized to meet the needs of learners from diverse backgrounds and with exceptional learning needs	(__X 4=__)

(Course outcome #5 Skill/Knowledge)				
Procedures and routines as they pertain to students from diverse backgrounds	Identifies multiple procedures and routines appropriate for learners from diverse backgrounds and with exceptional learning needs	Identifies limited procedures and routines appropriate for learners from diverse backgrounds and with exceptional learning needs	Does not identify procedures and routines appropriate for learners from diverse backgrounds and with exceptional learning needs	(__X 4=__)
(Course outcome #1-Disposition)				
Relationship with students from diverse backgrounds	Identifies and clearly articulates the importance of developing relationship with students from diverse backgrounds and with diverse learning needs	A limited understanding and expression of the importance of developing relationship with students from diverse backgrounds and with diverse learning needs	Incomplete understanding and expression of the importance of developing relationship with students from diverse backgrounds and with diverse learning needs	(__X 4=__)
(Course outcomes #2,3,5,37- Pedagogical content Knowledge)				
Differentiation of Instruction	Clearly identifies instructional methods and strategies that support the differentiation of instruction for students from diverse backgrounds and with exceptional learning needs	Limited articulation of instructional methods and strategies that support the differentiation of instruction fro students from diverse backgrounds and with exceptional learning needs	Incomplete understanding and expression of instructional methods and strategies that support the differentiation of instruction for students from diverse backgrounds and with exceptional learning needs	(__X 4=__)
Point Total				/75