

EDDA 511 Teaching Diverse Learners
Summer 2012
Eastern Mennonite University Lancaster

3 graduate semester hours

Instructor: Luke A. Hartman, ABD
(540- 810-2733 luke.hartman@emu.edu)

Class Schedule: July 23-27, 2012
Monday–Friday, 8:00a.m.-12 noon, 12:30-5:00 p.m. Total hours = 42.5

Course Description:

Focuses on the application of integrated strategies, differentiated instruction, curriculum compacting, and adaptations for diverse populations, i.e. students served under alternative education, special education services, ESL, and gifted/talented programs.

This course addresses teaching students with diverse needs. Inclusive settings, integrated services approaches, and adaptations for diverse populations are discussed. The student will learn about culturally responsive instruction where all students are valued with special focus given to students from a variety of cultural and ethnic groups and where teachers have a commitment to meeting their students' instructional and individual needs. Emphasis is also placed on respect for human dignity and critical analysis of how prejudice, and stereotypes impact individuals, classrooms and society. Participants will look at models, which have been successful in meeting the needs of all students within the classroom as well as designing curriculum materials for their own classrooms.

Conceptual Framework: “Preparing Caring, Reflective Teachers for a Changing World”

The EMU Teacher Education Program has chosen the theme *Preparing Caring, Reflective Teachers for a Changing World*” as the conceptual framework from which its beliefs and outcomes are based. The Teacher Education Program envisions preparing informed lifelong leaders and learners who value the dignity of all persons and are ready and willing to share a pilgrimage of openness and continuous growth as they invite others to join them. These caring, reflective educators will offer healing and hope in a diverse world. Six performance outcomes focus all course and candidate outcomes.

M.A. in Education Program Outcomes:

Scholarship: to acquire advanced knowledge through core curriculum and specialty area courses and to organize and integrate that knowledge into professional practice. **(S)**

Inquiry: to generate questions and to use critical thinking to self-assess, to view problems from multiple perspectives, to make informed decisions and to engage in action research for educational change. **(I)**

Professional Knowledge: to acquire advanced pedagogical and specialty area knowledge in order to create cultures of change and manage environments conducive to learning, setting high expectations and implementing appropriate instructional and assessment practices. **(PK)**

Communication: to develop communication strategies (verbal, nonverbal, and technological) which support collaboration and resourcefulness to empower self and others. **(C)**

Caring: to develop a nurturing spirit that advocates for students, encourages social and ethical responsibility, and promotes peace-building in diverse settings. **(Ca)**

Leadership: to act as social change agents by working collaboratively to bring about fair and just systemic change within educational contexts. **(L)**

Required Reading:

Spradlin, L. K., & Parsons D.L. (2012) 2nd edition. *Diversity matters: Understanding diversity in the schools*, Belmont, CA: Thompson Wadsworth.

Supplemental Readings:

Association for Supervision and Curriculum Development (October, 2003). *Educational leadership: Teaching all students*. Alexandria, VA: ASCD.

Cole, R. (Ed.). (1995). *Educating everybody's children: Diverse teaching strategies for diverse learners*. Alexandria, VA: ASCD.

Diller J.V., & Moule J. (2005). *Cultural competence: A primer for educators*. Belmont, CA: Thompson Wadsworth.

Rothenberg, P. S.(2005). *White privilege: Essential readings on the other side of racism*. New York, NY: Worth Publishers.

Trumbull, E., Rothstein-Fisch, C., Greenfield, P.M., Quiroz, B. (2001). *Bridging cultures between home and school: A guide for teachers*. Mahwah, NJ: Lawrence Erlbaum Associates.

Objectives:

Students successfully completing this course will be able to:

1. Articulate a philosophical belief statement, which indicates a value of the way diversity enhances and enriches our learning community. (I, PK, C, Ca)
2. Demonstrate the ability to modify and adapt curriculum in order to meet the needs of a variety of learners. (S, I, PK)
3. Discuss the process of curricula adaptation and accommodation from a variety of perspectives including those of special education and multicultural education. (C, PK, S)
4. Demonstrate the ability to use technological skills in order to gain a greater understanding of Multicultural Education (PK, S,)
5. Identify current, and propose new, models and practices for creating learning environments responsive to students of diverse backgrounds, based on current research. (S, PK, I)
6. Translate the constructivist theory of learning and teaching into practice for delivering educational services that are culturally, linguistically, academically,

- and socially responsive to the needs of students from diverse backgrounds. (C, S, PK,)
7. Analyze teaching strategies based on current research, for integrating students with exceptional learning needs, including those from culturally and linguistically diverse backgrounds, across learning environments. (S, I, PK)
 8. Examine behaviors, beliefs, and attitudes regarding students and families with multicultural and multilingual backgrounds (Ca, PK, I)
 9. Demonstrate an awareness and willingness to eliminate dehumanizing biases and prejudices in order to build safe and healthy environments. (Ca, PK, I)

Course Requirements:

1. Attendance and active participation:

Attendance at every session is essential (see EMU graduate catalog for policy). Absence from a class session (3 hours of class time) may result in the lowering of the final grade. As in every graduate class, students will be expected to be active participants in class activities and discussions, sharing their expertise and experiences. (50 points)

2. Philosophical belief statement:

Throughout this course, participants will be developing a statement of belief about teaching, learning and the process of curriculum adaptation. The first part of the assignment will be completed upon arriving at the second class session. The second part of this assignment is a revision to the initial philosophical statement after experiencing new learning's throughout this class. (150 points) **Due July 27 via email attachment.**

3. Letter to a teacher:

Each student will read the article entitled, "Caught between Two Worlds" by Medicine Grizzlybear – Use the article as a guide as you write your paper. – Think back to a time when you were in school. Write a letter to one of your childhood teachers, as if you were your own parent, grandparent or primary caregiver, expressing what you wish the teacher would have known about you. You will be asked to share with the class, have another read your writing, or speak to the class about your experience of writing the assignment. I do understand that some of the content of this letter might be too personal to share with others. (50 points) **Due July 25**

4. Article critique

Each student will prepare a critique for a selected article. Students will compose a 1 to 2 page response to the article. The critique should, at minimum, contain the following: identification of the purpose(s) of the research, findings, strengths and weaknesses of the article and implication for both the profession and the student's individual teaching practice. Each student will present summarizing the article in three or less minutes. Please submit the article with your typed critique. (50 points) **Due July 27**

5. Website evaluation project:

Each student will thoroughly **investigate 5 of the websites below**. Write a brief paragraph describing the purpose of each chosen website. Document aspects found to be particularly interesting, as well as, the positives and/or negatives of each site. **Then choose 5 websites of your own interest** that are specifically helpful in working with and celebrating diversity. Again, write a brief paragraph describing the purpose of each chosen website. Document aspects found to be particularly interesting. **Using the provided rubric, list your five websites** in the order of their overall usefulness in education. Assign a point value (up to 25 points) to each website. (50 points) **Due July 27 via email attachment**

1. <http://www.census.gov/pubinfo/www/hotlinks.html>
2. <http://www.edchange.org/multicultural/quiz/quiz.html>
3. <http://www.edchange.org/multicultural/>
4. <http://www.cafepress.com/edchange>
5. <http://www.teach-nology.com/>
6. <http://iume.tc.columbia.edu/>
7. <http://www.eric.ed.gov/>
8. <http://198.104.130.237/ncal/index.jsp>
9. <http://www.cradleboard.org/main.html>
10. <http://www.tolerance.org/teach/>
11. <http://www.teachingforchange.org/>
12. <http://www.rethinkingschools.org/>
13. <http://www.reachctr.org/>
14. <http://www.prb.org/>
15. <http://www.nwhp.org/events/events.html>
16. <http://www.nameorg.org/>
17. <http://www.ihrc.umn.edu/>
18. <http://www.arc.org/>
19. http://www.canadianheritage.gc.ca/pc-ch/sujets-subjects/divers-multi/anti/index_e.cfm
20. <http://www.whiteprivilege.com/>
21. <http://depts.washington.edu/centerme/home.htm>

Website Evaluation Rubric

(Web Page Evaluation Criteria adapted from original work done by Al Rogers, Global SchoolNet Foundation and CyberFair Contest. Adaptation done by Clarence Bakken and Sara Armstrong in conjunction with Challenge 2000, CTAP Region IV Technology Leadership Academy and the Institute for Research on Learning.)

	Less than adequate 1	Developing 2 or 3	Exemplary 4 or 5 pts.	Score
Ideas and Content	Information incomplete or inaccurate – Information not from primary sources – Little or no overall context for information- value of information is unclear – No way to check validity of information- Lacks sense of purpose or central theme	Information not always clear – Primary source use is not always clear- Does not relate content to larger context- No way to check validity of information – Strong purpose not demonstrated	Information is accurate and current – Ideas come mainly from primary sources. Authors show knowledge and insight-Effective use of technology demonstrated, and all information relates to the overall purpose of the website.	
Organization	No orientation for visitors – Sequencing unclear – pages lack closure – No focus for links – pages are inconsistent – Difficult to navigate in an organized way	Inconsistent structure of pages – sequencing is inconsistent – some pages incomplete – Some links disjointed; lack purpose – unclear connections among sections – sense of being lost or unsure navigating	Inviting opening page draws the visitor inside – Details are logical and effective – Layout of pages provides good direction – How to explore an idea is clear – each page begins with a clear transition – Easy to navigate through the pages	
Language and conventions	Paragraph structure is missing – Errors in grammar or usage noticeable- Many punctuation mistakes – Frequent spelling errors – Site needs extensive editing	Long or incomplete paragraphs – Minor problems with grammar or usage – Internal punctuation sometimes missing or wrong spelling usually correct site needs some editing.	Organizational structure is clear and coherent – Grammar and usage are correct, punctuation is accurate- spelling is generally correct- site needs little or no editing	
Presentation	Web site hard to find – Layout is confusing or inappropriate – Backgrounds and text not effective – Graphics only decorative or confusing – Multimedia unrelated to the topic – too many unrelated links, or too few links	Web site easy to find – layout of most pages is easy to follow – Backgrounds and text were not effective – Inconsistent or inappropriate graphics – Multimedia sometimes doesn't add – Use of links is unclear	Web site is clearly identified; easy to find – the layout is clear and easy to follow – Background text work well together – Graphical elements are used consistently – Multimedia adds to the main purpose – Links are appropriate	
Technical	Links don't work properly- Graphic elements not optimized – Specific browsers needed – Text only mode does not work – Resources fail to work.	Not all links work properly – Graphics are generally optimized – pages don't work in all browsers – Text- only mode could be improved – Multimedia resources work most of the time.	Links work properly – Graphics are optimized – Works in all browsers – Works in text only mode – Multimedia resources work properly	

Written by Luke A. Hartman. Last updated 06/08/05.

Total =

6. Book of Significance Poster Session (150 points) Due July 27

Each student will select a book, which has made a significant contribution to the understanding of diverse learners. Information from the book of significance will be shared in a POSTER SESSION at the last class session. The presentation will be graded on the following:

1. Attractive, “interesting-looking” self standing display
2. Clear visual description of the content of the book
3. Clear articulation of the potential value of the book for educators
4. Obvious care in preparation and presentation
5. A one-page summary hand out for others to take with them.

Do your best to “sell” the book of significance to fair goers. Do this by making clear connections to how it can impact teachers in the classroom setting.

Course Schedule:

Unit I:

Session 1: General Housekeeping, Introductions, Course Introduction, Syllabus

Session 2: Walk Through Time – Reflections

Session 3: IAT/ MRS 2000 survey – Prejudice and Stereotyping (Implicit/Explicit)

Session 4: White privilege

Session 5: Reporting – 1st Part of pre-assignment – Who do you Teach?

Unit II:

Session 1: Bridging Cultures

Session 2: Bridging Cultures

Session 3: Multiculturalism

Session 4: Sharing Caught Between Two Worlds

Session 5: TBA

Session 6: TBA

Unit III:

Session 1: Linguistic Diversity – ESL strategies

Session 2: Linguistic Diversity – ESL strategies

Session 3: Linguistic Diversity – ESL strategies

Session 4: Linguistic Diversity – ESL strategies

Session 5: Inclusion

Session 6: Inclusion

Unit IV:

Session 1 NCLB educational implications

Session 2: Characteristics of students with exceptional learning needs

Session 3: Differentiation of Instruction – Engaging all learners

Session 4: Adapting Curriculum and Instruction

Session 5: Adapting Curriculum and Instruction

Unit V:

Session 1: Learning Styles, Modalities

Session 2: Multiple Intelligences

Session 3: Article Presentations (Half of class)
Session 4: Poster Board Session (Half of class)
Session 5: Article Presentations
Session 6: Poster Board Session/ Closing Reflections

Course Grades:

Grades will be determined by the following point totals (rounded to the nearest whole Number):

A = 450-500 points (100-90% of total) C= 350-399 points (79-70%) NC = <299
B = 400-449 points (89-80%) D = 300-349 points (69-60%) (<60%)

Academic Integrity:

The responsibility to foster and guard academic integrity rests with all members of the academic community. A foundation of mutual trust is essential to the learning community. Any incidents of academic dishonesty may result in a failing grade for the work submitted and a "Record of Academic Dishonesty" filed in the graduate dean's office. Students are asked to meet with the professor (and other affected persons, where appropriate) to examine the effects of the dishonesty on others and to develop an accountability plan.

Special Accommodations Statement:

Students with disabilities preventing them from fully demonstrating their abilities should contact the instructor personally as soon as possible to discuss any accommodations necessary to ensure full participation and facilitate equal educational opportunity. All information and documentation of the disability is confidential and will not be released without permission.

Use of Graduate Level Writing Standards and American Psychological Association (APA) Writing Style

Candidates are expected to use *Publication Manual of the American Psychological Association 6th Edition* for written assignments including annotated bibliographies and references. Candidates citing references in Power Point references are also expected to use APA style. Instructors may exclude short personal narratives, essays, lesson plans, or some project work if APA writing style is inappropriate.

All instructors teaching in the Master of Arts in Education program are asked to apply the EMU Graduate Writing Standards to any written work submitted. The instructors may use their discretion of the assignment does not lend itself to the EMU Graduate Writing Standards rubric. (See Appendix A). Use of APA and the Graduate Writing Standards rubric ensures uniformity of writing standards and serves to prepare enrolled program candidates for writing their action research projects.

Disclaimer:

The dynamics of this course may necessitate the contents of the syllabus to change, thus the syllabus is subject to change with the approval of the instructor.

Bibliography:

Beck, M. (1999). *Expecting adam*. New York: Berkley Books.

- A memoir of Harvard-educated parents awaiting and then raising their son who was born with Down's syndrome
- A re-education in what is valuable and what is not
- Highly recommend this book to anyone who believes in miracles and loves a great story

Bender, W. N. *Differentiating instruction for students with learning disabilities*.

- Recommend- yes, good examples and useful information

Bodine, R. & Crawford, D. (1999). *Developing emotional intelligence: A guide to behavior management and conflict resolution in Schools*. Research Press.

- Recommended for those interested in creative ways to manage behavior while building EI in all grade levels.
- Also, the book includes lesson plans to facilitate EI in the classroom.

Campbell, B., Campbell, L. & Dickenson, D. (2004). *Teaching and learning through multiple intelligences*. Pearson Education, Inc.

- This is a description of Howard Gardner's "Theory of Multiple Intelligences". It describes each intelligence, gives suggestions for improving the learning environment, and lists specific strategies for teaching to each learning style
- I recommend this as a good reference text.

Cary, S. (2000). *Working with second language learners: Answers to teachers' top ten questions*. Heinemann.

- 10 case studies of teachers working with ESL children
- Provides good strategies for working with ESL children
- Recommend for any teacher who works with second language learners.

Given, B. K. (2000). *Teaching to the brain's natural learning systems*. VA: Association for Supervision and Curriculum Development.

- Theaters of mind- emotional, social, cognitive, physical, and reflective
- Personal effects of over reliance on one learning system
- I recommend this book because there is a lot of information about the multiple intelligences

Hall, P. S. & Hall, N. D. (2003). *Educating oppositional and defiant children*.

VA: Association for Supervision and Curriculum Development.

- Comprehensive (but brief)
- Resource for developing a positive environment for OD children
- Highly recommend

Knapp, M. (1995). *Teaching for meaning in high-poverty classrooms*. Teachers College Press.

- Recommend- for elementary teachers to see successful classrooms

- Book is not very specific on details and strategies
- Good book for an initial look into poverty in the classroom

Liston, D. P. & Zeichner, K. M. (1996). *Culture and teaching*. Lawrence Erlbaum Associates.

- Three cases on school curriculum instruction and cultural identities are given as well as some reactions to the cases from teachers, parents, and ministers.
- Three public arguments and suggestions follow
- Recommend

Nieto, S. (2004). *Affirming diversity: The sociopolitical context of multicultural education*. Pearson Education, Inc.

Obidah, J. E. & Teel, K. M. (2001). *Because of the kids: Facing racial and cultural differences in schools*. New York: Teacher's College Press.

- Two teachers from different races work together to more effectively cross boundaries to reach children
- Primarily tells of the struggles of working together
- Easy, interesting reading with little practical teaching advice

Paley, V. G. (1979). *White teacher*. Harvard University Press.

- An early elementary teacher's journaled experiences with social and racial differences in her classroom, including her successful and not so successful attempts with students, faculty, and parents
- Recommend

Payne, R. (1996). *A Framework for understanding poverty*. Aha! Process, Inc.

- About the culture of poverty and how "hidden rules" affect school
- Highly recommend to read (not necessarily to buy)

Pfiffner, L. J. (1996). *All about ADHD: The practical guide for classroom teachers*. Scholastic Professional Books.

- This book describes ADHD and effective classroom strategies for handling students with ADHD
- Very practical and easy to read

Purcell-Gates, V. (1999). *Other people's words: The cycle of low literacy*. Harvard University Press.

- A case study of a non-literate Appalachian mother and son's tutorial sessions.
- Recommend

Redman, G. L. (1999). *A casebook for exploring diversity in K-12 classrooms*. Hamline U.

- 33 case studies involving diversity in the classroom
- Good book to encourage discussion

Rodis, P., Garrod, A. & Boscardin, M. L. (2001). *Learning disabilities and life stories*. Allyn & Bacon.

- 13 autobiographical essays from LD students (college-age)
- 5 scholarly essays
- Great book! Quick read!

Smutny, J. F., Walker, S. Y. & Meckstroth, E. A. (1997). *Teaching young gifted children in the regular classroom*. Free Spirit Publishing, Inc.

- Identifying, nurturing, and challenging
- Ages 4-9

Stecter & Grant. (1999). *Making choices for multicultural education: Five approaches to race, class, and gender*. Merrill/Prentice Hall.

- This book outlines 5 approaches to dealing with social injustice and difference in schools
- Parts of book are rather “academic” but may be worthwhile to social studies teachers

Stehli, A.. (Ed.). (1995). *Dancing in the rain*. Georgiana Organization, Inc.

- Stories of exceptional progress by parents of children with special needs
- Recommended for people wishing to know more about autism through hearing experiences of parents with autistic children

Tobias, C. U. (1994). *The way to learn*”. Focus on the Family

- Great book about the many different learning styles- figuring out where you/your child fits in
- Many great stories
- Easy read
- Great understanding and ways to build on each child’s strengths
- Read it- also read second book!

Valenzuela, A. (1999). *Subtractive schooling: US-Mexican youth and the politics of caring*. State University of New York Press.

- A 3-year ethnographic investigation of academic achievement and schooling orientations among immigrant Mexican and Mexican-American students at a high school in Houston, TX

Appendix A Writing Standards – Graduate Level *(revised Spring 2012)*

Criteria	A excellent	B good	C minimal expectations	Comments
Content <i>(quality of the information, ideas and supporting details.)</i>	- shows clarity of purpose - offers depth of content - applies insight and represents original thinking	- shows clarity of purpose - offers substantial information and sufficient support - represents some original thinking	- shows clarity of purpose -lacks depth of content and may depend on generalities or the commonplace - represents little original thinking	
Structure <i>(logical order or sequence of the writing)</i>	- is coherent and logically developed -uses very effective transitions	-is coherent and logically developed -uses smooth transitions	-is coherent and logically (but not fully) developed -has some awkward transitions	
Rhetoric and Style <i>(appropriate attention to audience)</i>	- is concise, eloquent and rhetorically effective - uses varied sentence structure -is engaging throughout and enjoyable to read	- displays concern for careful expression - uses some variation in sentence structure -may be wordy in places	- displays some originality <u>but</u> lacks imagination and may be stilted - uses little varied sentence structure - frequently uses jargon and clichés -uses generally clear but frequently wordy prose	
Information Literacy <i>(locating, evaluating, and using effectively the needed information as appropriate to assignment)</i>	- uses high-quality and reliable sources - chooses sources from many types of resources - chooses timely resources for the topic - integrates references and quotations to support ideas fully	- uses mostly high-quality and reliable sources -chooses sources from a moderate variety of types of resources -chooses resources with mostly appropriate dates - integrates references and quotations to provide some support for ideas	-uses a few poor-quality or unreliable sources -chooses sources from a few types of resources -chooses a few resources with inappropriate dates -integrates references or quotations that are loosely linked to the ideas of the paper	
Source Integrity <i>(appropriate acknowledgment of sources used in research)</i>	- cites sources for all quotations - cites credible paraphrases correctly - includes reference page - makes virtually no errors in documentation style	- cites sources for all quotations - usually cites credible paraphrases correctly - includes reference page - makes minimal errors in documentation style	- has sources for all quotations - has mostly credible paraphrases, sometimes cited correctly - includes reference page with several errors -makes several errors in documentation style.	
Conventions <i>(adherence to grammar rules: usage, mechanics)</i>	- uses well-constructed sentences - makes virtually no errors in grammar and spelling - makes accurate word choices	- almost always uses well-constructed sentences -makes minimal errors in grammar and spelling - makes accurate word choices	- usually uses well-constructed sentences - makes several errors - makes word choices that distract the reader	
The weighting of each of the six areas is dependent on the specific written assignment and the teacher's preference. Plagiarism occurs when one presents as one's own "someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source" (adapted from Council of Writing Program Administrators).				Grade

