



## EDUC 610-001: Effective Teaching Practices for Exceptional and Diverse Learners

### Catalog Description:

This course provides teacher education students with basic information concerning characteristics of, educational procedures for, and instructional needs of exceptional and diverse learners.

Prerequisite: Formal admission to College of Education Teacher Education MAT program

**Textbook requirements:** There is no required textbook. Reading materials will be provided via Blackboard.

\*Online modules as assigned throughout the course. Students are expected to view the online modules when assigned and be prepared to discuss them in class.

### Overview and purpose:

Each course within the Richard W. Riley College of Education must provide opportunities for students to demonstrate their competence in meeting the standards of national professional organizations, certification standards for the state of South Carolina, and standards of Winthrop University. Winthrop University's standards for students enrolled in the MAT program correspond to the standards of the National Council for Accreditation of Teacher Education (NCATE: see <http://ncate.org/2000/2000stds.pdf>) and the Interstate New Teacher Assessment and Support Consortium (INTASC: see <http://www.ccsso.org/intasc.html>). These standards can be found at <http://www.winthrop.edu/uploadedFiles/coe/UGTeachersasEducator2010.pdf>

Guided by the above standards, this course is designed to help students who are preparing for their role in meeting the instructional needs of students in inclusive programs. In order to accomplish this goal, prospective educators will explore the diversity of contemporary classrooms, which include students with disabilities and other academic differences and students from diverse cultural, racial, and socio-economic backgrounds.

Diverse classrooms require teachers who are committed and prepared to work with others in meeting all students' needs. To this end, SPED 610 will stress best practices in the

- \_education of diverse learners,
- \_development of appropriate learning environments,

- \_ethical and appropriate use of technology to meet learning outcomes,
- \_systematic use of data to make instructional decisions that support, monitor, and promote learning,
- \_independent and collaborative planning and implementation of learning experiences that are relevant, appropriately challenging, and aligned with curriculum goals and standards
- \_implements essential components of literacy instruction (reading, writing, listening, speaking, viewing, and visual representation) within the discipline(s) to enhance opportunities for learning and
- \_articulates the impact of social, legal, and political contexts on American schooling.

Course Objectives	Unit Standards	Assessment of student performance
<p><b>DIVERSE NEEDS OF LEARNERS</b> The teacher candidate plans and implements differentiated instructional strategies for diverse learners (including, but not limited to, English language learners, learners who are living in poverty, learners with disabilities, gifted and talented learners, and other exceptional needs in general education settings) to achieve learning outcomes.</p>	<ol style="list-style-type: none"> <li>1. The teacher candidate demonstrates foundational knowledge of characteristics of diverse learners, how they learn, their learning readiness, and individual interests and needs.</li> <li>2. The teacher candidate analyzes relevant motivational and contextual factors that influence learning to meet the needs of all learners.</li> <li>3. The teacher candidate plans and implements differentiated learning experiences that address diverse learner needs.</li> <li>4. The teacher candidate maintains high expectations for the achievement of all learners.</li> </ol>	<p>Case Study ELL Assignment Review Quiz Preview Quiz Online Discussions</p>
<p><b>LEARNING ENVIRONMENT</b> The teacher candidate creates a positive, safe, and caring environment that promotes learning through active engagement and respect for individual differences.</p>	<ol style="list-style-type: none"> <li>1. The teacher candidate identifies factors that promote a positive, safe, and caring environment.</li> </ol>	<p>Case Study Host Teacher Evaluation</p>
<p><b>TECHNOLOGY</b> The teacher candidate plans and implements meaningful learning opportunities that engage learners in the ethical and appropriate use of technology to meet learning outcomes.</p>	<ol style="list-style-type: none"> <li>1. The teacher candidate models and facilitates effective use of current and emerging digital tools to promote authentic problem solving, support learning, conduct research, and/or engage in creative expression.</li> <li>2. The teacher candidate utilizes technology to fulfill the principles of Universal Design for Learning by providing multiple representations of content, multiple options for engaging learners, and multiple options for</li> </ol>	<p>Case Study Preview Quiz Online Discussions</p>

	learners to demonstrate understanding.	
<b>ASSESSMENT</b> The teacher candidate designs, selects, and implements multiple assessments and systematically uses data to make instructional decisions that support, monitor, and promote learning.	2. The teacher candidate uses data from a variety of formative, diagnostic, and summative assessments to guide instruction, determine impact on learning, differentiate instruction, and accommodate diverse learners.	Case Study
<b>INSTRUCTION AND LEARNER ENGAGEMENT</b> The teacher candidate uses developmental and pedagogical content knowledge to independently and collaboratively plan and implement learning experiences that are relevant, appropriately challenging, and aligned with curriculum goals and standards.	1. The teacher candidate utilizes knowledge of pedagogical content and developmental science domains (language/literacy, cognitive, social/emotional, physical, moral) to plan learner-centered lessons aligned with curriculum goals and standards. 3. The teacher candidate plans instruction that allows learners to reflect on prior content knowledge, link new concepts to familiar concepts and experiences, and use academic language to express content understanding. 4. The teacher candidate plans models of collaboration (with colleagues, parents and/or guardians) and co-teaching to support learning.	Case Study Host Teacher Evaluation Review Quiz Online Discussions
<b>LITERACY</b> The teacher candidate implements essential components of literacy instruction (reading, writing, listening, speaking, viewing, and visual representation) within the discipline(s) to enhance opportunities for learning.	4. The teacher candidate provides opportunities within the discipline(s) that motivate learners to use literacy skills.	Case Study ELL Assignment Online Discussions
<b>PROFESSIONAL LEARNING AND ETHICAL PRACTICE</b> The teacher candidate participates in ongoing professional learning and critical reflection, upholds ethical and legal standards, and articulates the impact of social, legal, and political contexts on American schooling.	3. The teacher candidate articulates the impact of social, legal, and political contexts on American schooling, both in the larger context of a democratic society and within the discipline.	Research Presentation

**Description of Clinical Component of this Core Course**

Number of hours in school setting: 12 (To be completed in program area internship classes)

Field performance expectations: In order to build an inclusive classroom, teacher candidates utilize the principles of Universal Design for Learning (UDL) to implement lessons that integrate academic and social skill strategies to support diverse learner needs. Candidates enrolled in EDCO 350 observe and collect classroom data on learners and teachers related to climate and procedures, learner interests and abilities, available technology, and school environment. Candidates develop and implement/collect data on one lesson that contains appropriate academic and social skills strategies. The lesson must meet the needs of diverse learners (including those with an Individualized Education Plan) and adhere to UDL guidelines. Field experience requirements may take place in one of your internship or methods class field placements.

**Teaching Methods:** Teaching methods used in the course may include lecture, cooperative learning, small group discussions, and various types of classroom and online activities that will engage the student in learning.

**Required Access to ViaLiveText:** The case study is a key assessment for this class. It MUST be submitted on *ViaLiveText* in order for you to receive credit. You purchased a ViaLiveText account as a part of the course fee in EDUC 101. Please see the instructor if you do not have an account.

**Class Attendance Policy:** Attendance at all classes is expected and required. Your attendance, preparation, contributions, willingness to share, enthusiasm and support of fellow class members reflect your professional dispositions. An absence (excused or unexcused) does not relieve you of the responsibility for information presented during class time. There will be collaborative activities completed in many class periods. Any absences during campus classes will result in the student completing the activities outside of class independently. *In the event of an absence, it is your responsibility to work with a peer to assist you. It is not the instructor's responsibility to re-teach a concept due to an absence. Consult the course Blackboard page (<http://blackboard.winthrop.edu>) and a peer for missed content prior to contacting the instructor with questions.* Missing a class meeting will affect your background knowledge and ability to accomplish the course goals since class meets for two hours and fifty minutes.

*In the event of an absence, it is your responsibility to work with a peer to assist you. It is not the instructor's responsibility to re-teach a concept due to an absence. Consult the course blackboard page and a peer for missed content prior to contacting the instructor with questions.*

Please be on time for classes and do not leave early. **Any student who is absent 20% or more of the scheduled classes will be assigned a grade of "F" or "N".** Attendance will be checked by minutes (1 session = 170 minutes) and reported in Blackboard after each class session. **When the class is in the field, you are required to be at the school the entire class period or you will be marked absent.**

You are expected to conduct yourself in a professional manner both in the classroom and in the school setting. If you miss a field experience day, you are expected to **contact the host teacher and the instructor prior to the start of the day.** You will coordinate with your host teacher the make-up time on another day and inform your instructor of the make-up day and time. It is also important when visiting a school to be on time and dress in a professional manner (NO jeans!).

**Late Assignments:** Late assignments will be penalized 10% per day. This includes weekends and non-class days and is not prorated. **No assignments will be accepted after one week.**

Additional assistance: Any questions regarding the class contents, materials, assignments etc. will be welcomed via email. One-on-one meetings are available in Dr. Mize's office; it is strongly advised to set up an appointment in advance (via email) so that Dr. Mize can secure time for each student.

**Cell Phones and other Mobile Devices:** Cell phones and other mobile devices are excellent instructional tools; however, they should never be a distraction or a source of disruption in an academic setting (This includes field experience settings). *Therefore, during instructional time when these devices are NOT being used as a component of the course, they should be face-down, silent, and unattended. Disruptions to the learning environment by electronic devices may result in point deductions from your participation grade. Cell phones in the field should only be used to capture images of student work with the host teacher's permission. At all other times, they should be silenced and put away.*

**Recording Clause:** With the availability of hardware and software enabling audio and video capturing of material, lectures, courses, etc., please be mindful of the following policy established by the Department of Counseling, Leadership and Educational Studies. Violations of any form noted below are considered violations of the Student Code of Conduct policy located in the Student Handbook.

**No recordings of any format (audio and/or video) may be captured WITHOUT direct permission from the instructor.** This can be a violation of copyright. No recordings, even those approved by the instructor, may be posted to any Internet hosted location, copied/duplicated, or shared. If the instructor makes the decision to allow such activity, the student is responsible for maintaining the integrity of such recordings and will be held liable should the integrity be compromised.

**Students with Disabilities/Need of Accommodations for Access:** Winthrop University is committed to providing access to education. If you have a condition which may adversely impact your ability to access academics and/or campus life, and you require specific accommodations to complete this course, contact the Office of Accessibility (OA) at 803-323-3290, or, [accessibility@winthrop.edu](mailto:accessibility@winthrop.edu). Please inform me as early as possible, once you have your official notice of accommodations from the Office of Accessibility.

**Professional Dispositions:** As a student in the College of Education, you are expected to uphold the highest standards of the profession as you relate to students, families, and communities. Each candidate is expected to exhibit the following four professional dispositions in their work with colleagues, faculty and staff in University and PK-12 settings, and PK-12 students and their families: Fairness, Integrity, Communication, and Commitment.

Students can be provided with formative feedback on their professional dispositions in each class through the Professional Dispositions Student Assessment (PDSA), which is completed in Live Text by the faculty member. When there are concerns about a student's professional behavior, a Professional Dispositions and Skills Intervention form is completed and an intervention developed by a program area committee. The full policy can read at <http://www.winthrop.edu/coe/sas/default.aspx?id=11517>.

**Student Code of Conduct:** As noted in the Student Conduct Code: "Responsibility for good conduct rests with students as adult individuals." The policy on student academic misconduct is outlined in the Student Conduct Code Academic Misconduct Policy in the Student Handbook online, which can be found at: <http://www.winthrop.edu/uploadedFiles/studentconduct/StudentHandbook.pdf>. **Cheating, plagiarism (including self-plagiarism = recycling), or any other form of academic dishonesty** may result in a grade of "F" for the course. Some examples of academic misconduct include providing or receiving

unauthorized assistance in academic work, using the same work for two or more courses, and/or presenting someone else's work as your own. **Do not use another person's ideas or words without citing the source. Borrowed or adapted material must not appear to be your original work.**

**Required knowledge of APA citation rules and the writing process:** You need to be able to implement APA citation rules and the writing process with all aspects of your work, including idea gathering, structuring ideas, drafting, revising, and finalizing project content with proofreading/editing. Websites for APA citation rules: <http://owl.english.purdue.edu/owl/resource/560/01/>  
<http://www.library.cornell.edu/resrch/citmanage/apa>

**Syllabus Change Policy:** *This syllabus reflects expectations for the course; however, the instructor may find it necessary to make changes in the syllabus after the course begins. In such cases, students will be notified accordingly.*

## Assignments

### 1. Case Study (100 points)

**Assignment Description:** Teacher candidates collaborate with an expert host teacher to meet the unique needs of a learner with a disability in the context of the general education classroom. Candidates conduct a case study with a learner with a disability that consists of the following:

- Part A: (Key Assessment: See separate rubric on Course Blackboard page; 24 points)
  - Description of general background information on your assigned individual student; and
  - Analysis of the student's academic, language, and social strengths and needs.
- Parts B-F: (Key Assessment: See separate rubric on Course Blackboard page; 76 points)
  - Plan a lesson to include a research-supported strategy targeted for the exceptional needs student.
  - Implementation of the research-supported strategy while co-teaching with the host teacher;
  - Analysis of implementation and post assessment results;
  - Reflection on your co-teaching experience and personal learning from this experience and needs for the exceptional student's future academic support and/or social integration.

**2. Host Teacher Evaluation (24 points):** Teacher candidates must receive a score of at least 18/24 on the host teacher evaluation in order to pass the course; otherwise, the highest grade possible in the course is a C-.

**3. ELL assignment (Reading and Immersion Film Synthesis; 20 points):** Students will be asked to participate in an online discussion in Blackboard after they watch a short film and read a research article about ELL. A rubric will be provided.

**4. Preview Quiz (4 points x 11 = 44 points):** After previewing reading materials for the upcoming week, students will be asked to answer questions about the reading materials and post two questions (along with "why") that they'd like to know more about. See due dates in the course calendar. Each preview question and "why" should be minimum 50 words; minimum 100 words in total.

**5. Review Quiz & Online Discussions (5 points x 7 = 35 points):** The review quiz covers all of the topics discussed during the class. Students will be asked to review reading materials, handouts, and PPTs used for the class and answer review quiz questions. Questions include T/F, multiple-choice, short answer, and/or discussion questions. Review quizzes will be available 11:59 pm each class day. See due dates in the course calendar.

**6. Research Review Presentation (20 points):** Students will be giving a 10 minute-presentation based on their research review. First, find an original research article from Winthrop Online Library and get Dr. Mize’s approval. Second, prepare PPT slides on the subject to present to the class. Q&A session follows. Here are the PPT slide components:

(1) topic, (2) the importance of the topic for students with disabilities in your future classroom, (3) purpose of the research, (4) participants and setting of the research, (5) methods of the research, (6) results and findings, (7) conclusion of the research, (8) what you liked about the strategy/research and why, and (9) what you’d like to revise/modify the strategies (of the research) for your future students. A rubric will be provided.

**\*Grading System:**

Performance Measure	Possible Points
Research Review Presentation	20
Case Study	100
Host Teacher Evaluation	24
ELL Assignment	20
Preview Quiz	44
Review Quiz & Online Discussions	35
<b>Semester Total</b>	<b>243</b>

Grading Scale	
95-100%	A
90-94%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+
64-66%	D
60-63%	D-
59 -0%	F

**Note:** Points must be earned in every category of assignments. Omission of any single type of task may lead to an **F** as the final grade, regardless of total points earned. Each type of task must be attempted.

**Note:** **Students must earn a C or better on the Key Assessments [Case Study, and the Host Teacher Evaluation] in order in order to earn a C or better in the course.**

## Tentative Course Calendar

\*Review quizzes, online discussions, and preview quizzes are ONLY AVAILBLE by the due date 11:59PM.

Date	Chapter(s)	Additional Topics and Readings <i>*Readings will be provided via Blackboard.</i>	Assignments Due
Jan. 10	The Foundation for Educating Students with Special Needs  How to find research articles online	<ul style="list-style-type: none"> <li>• Syllabus Review</li> <li>• People first language</li>   <li>• Bring your laptop (for 10-minute research presentation)</li> </ul>	Week 1 Survey (1/11 Friday 11:59 PM)  Read 1/17 materials and complete <b>Preview Quiz</b> in BB (by 1/14)
Jan. 17	Legal Issues in Special Education (Understanding the IEP)	<b>*See articles in Blackboard.</b>	Review Quiz by 1/21  Read 1/24 materials and complete <b>Preview Quiz</b> in BB (by 1/21)
Jan. 24	Universal Design for Learning (UDL)	<a href="http://www.cast.org/our-work/about-udl.html#.WFFitNwfyqA">http://www.cast.org/our-work/about-udl.html#.WFFitNwfyqA</a> (UDL at a Glance Video) <a href="http://www.udlcenter.org/sites/udlcenter.org/files/updateguidelines2_0.pdf">http://www.udlcenter.org/sites/udlcenter.org/files/updateguidelines2_0.pdf</a> (graphic organizer of UDL) <a href="http://www.udlcenter.org/aboutudl/udlguidelines/downloads">http://www.udlcenter.org/aboutudl/udlguidelines/downloads</a> (full text UDL Guidelines 2.0)  <b>*See articles in Blackboard.</b> <b>Case study (A) preview</b>	Read 1/31 materials and complete <b>Preview Quiz</b> in BB (by 1/28)
Jan. 31	Co-teaching  Systematic instruction & self-management	<b>*See articles in Blackboard.</b>  <b>Case study (A) Feedback</b>	Read 2/7 materials and complete <b>Preview Quiz</b> in BB (by 2/4)  Online discussion (co-teaching) by 2/4
Feb. 7	Teaching students with ASD in an inclusive classroom (academic skills)  Task analysis & visual support	<b>*See articles in Blackboard.</b>	Read 2/14 materials and complete <b>Preview Quiz</b> in BB (by 2/11)  Online discussion by 2/11
Feb. 14	Teaching students with LD in an inclusive classroom	<b>*See articles in Blackboard.</b> <b>Case study (B-F) preview</b>	<b>Case study (A) to Via (By 2/18)</b>



	Reading instruction for content learning (Part. 1) - CSR		
Feb. 21	Classroom Management Students with ADHD	<b>*See articles in Blackboard.</b>	Read 2/28 materials and complete <b>Preview Quiz</b> in BB (by 2/25)
Feb. 28	RtI/ Multi-Tiered Systems of Support	<b>*See articles in Blackboard.</b> <b>Case study (B-F) Feedback</b>	Read 3/7 materials and complete <b>Preview Quiz</b> in BB (by 3/4)  Online Discussion about RtI by 3/4
Mar. 7	Teaching students with LD Reading instruction for content learning (Part. 2) – PALS, repeated reading	<b>*See articles in Blackboard.</b> <b>Research presentation (2)</b>	Read 3/21 materials and complete <b>Preview Quiz</b> in BB (by 3/11)  Review Quiz by 3/11
Mar. 14	Spring Break		
Mar. 21	Teaching gifted learners in an inclusive classroom	<b>*See articles in Blackboard.</b> <b>Research presentation (2)</b>	Review Quiz by 3/25
Mar. 28	<b>[Online Module]</b> Instruction for English-language learners	ELL Module: <a href="http://immersionfilm.com/">http://immersionfilm.com/</a> <b>*See articles in Blackboard.</b>	<b>ELL assignment (online discussion) by 4/1</b>  Read 4/4 materials and complete <b>Preview Quiz</b> in BB (by 4/1)
Apr. 4	Effective Feedback Graphic organizers	<b>*See articles in Blackboard.</b> <b>Research presentation (2)</b> <b>Case study (B-F) Feedback</b>	Read 4/11 materials and complete <b>Preview Quiz</b> in BB (by 4/8)
Apr. 11	Teaching students with ASD in an inclusive classroom (social skills)	<b>*See articles in Blackboard.</b> <b>Research presentation (2)</b>	Read 4/18 materials and complete <b>Preview Quiz</b> in BB (by 4/14)  Online discussion by 4/14
Apr. 18 (Last class)	<b>*Bring your laptop</b> Assistive technology (AT)	<b>*See articles in Blackboard.</b> <b>Research presentation (3)</b>	<b>Case Study Part B-F (4/25)</b>