

DEPARTMENT: EARLY CHILDHOOD AND ELEMENTARY EDUCATION
COURSE PREFIX: EDU COURSE NUMBER: 380 CREDIT HOURS: 3

Professor: Dr. Lynn Patterson
e-mail: lpatterson@murraystate.edu

Phone: (270) 809-4898
Office: AL 3215

Office Hours: Monday: 2:30-4:30pm
Tuesday: 2:00-4:00pm
Wednesday: 8:00-10:00am
Thursday: 2:00-4:00pm
Friday: 8:00-10:00am (virtual hours)

I. TITLE: Inclusive Teaching of Diverse Learners

II. COURSE DESCRIPTION AND PREREQUISITES: This course will examine the design, implementation, and assessment of instruction with the diverse learner in mind. Teacher candidates will synthesize knowledge of learning theories, technology, and evidence-based practices, including classroom management, to develop units of study and lesson plans. The course will introduce candidates to federal laws and guidelines addressing diverse students (e.g. Special Education, ELL, Gifted and Talented). Clinical experiences required.

Prerequisite(s): EDU 180 and EDU 280 or equivalent courses with a “B” or higher.

III. COURSE OBJECTIVES:

Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers that reference the Kentucky Teacher Performance Standards (KTPS) and Interstate Teacher Assessment and Support Consortium (InTASC) standards addressed by that objective. Upon successful completion of this class, teacher candidates will be able to

- A. create a unit of study and micro-teach lessons demonstrating the ability to organize the curriculum and instructional tasks to meet the needs of the diverse learner aligned with current state and national standards (KTPS / InTASC #4, #5, #7);
- B. reflect on the content knowledge, pedagogical practices, professional dispositions, and the collaborative roles within the school environment necessary to become a culturally responsive professional educator (KTPS / InTASC # 10);
- C. explore the concepts and theoretical foundations of how students learn and the variables that affect how individual students learn and perform (KTPS / InTASC #1, #2);
- D. use data-driven analysis to identify research-based instructional strategies for content area literacy during the planning, enrichment and remediation of the diverse learner (KTPS / InTASC #5, #6, #7, #8);
- E. implement models of teaching into the design of lessons and demonstrate the use of multiple levels of questioning to promote critical thinking (KTPS / InTASC # 7,8);

- F. research and infuse instructional and adaptive technology into the design and delivery of lesson plans to enhance the learning of diverse students (KTPS / InTASC # 7, 8);
- G. describe positive behavioral interventions and supports to increase student engagement which will create a respectful and organized classroom environment for diverse students (KTPS / InTASC #3);
- H. explain the important role of formal and informal assessments in the universal design for learning model of instruction (KTPS / InTASC # 6);
- I. discuss the definition, prevalence, identification and characteristics of students with high-incidence and low-incidence disabilities, students who are gifted/talented, at-risk students, and English Language Learners in the classroom (KTPS / InTASC #1, #2, #3, # 7, #8, #9, #10); and
- J. demonstrate the ability to implement research-based instructional strategies to meet the needs of diverse learners and identify ways to alter lesson plans to scaffold lessons within the tiered model of instruction and progress monitoring (KTPS / InTASC # 7, 8, 9,10).

The EPP theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on the following course activities: Microteaching experience, artifacts, CHAMPS reflection, professional growth plan, Mock ARC, and clinical experience in a public school setting. The EPSB/CAEP Themes of Diversity, Technology, Assessment, Literacy, and Closing the Achievement Gap are explored in the course through various chapters in the textbooks. Candidates will apply what they learn by identifying assessments, learning culturally-responsive pedagogy, and using effective teaching strategies in the UDL model to meet the needs of the diverse learner and close the achievement gap.

IV. CONTENT OUTLINE:

- A. Universal Design for Learning (UDL Model)
- B. Monitoring and evaluating student learning
- C. Designing instruction to maximize student learning
- D. Leading the dynamic classroom
- E. CHAMPS: A positive approach to classroom management
- F. Standards-based unit of study
- G. Differentiating instruction for diverse learning
- H. High-incidence disabilities
- I. Low-incidence disabilities
- J. Response to Intervention (RTI)
- K. English Language Learners (ELL)
- L. Gifted and Talented (GT)
- M. Collaboration/co-planning/co-teaching
- N. Culturally-responsive pedagogy
- O. Assessment for Learning and Assessment of Learning

V. INSTRUCTIONAL ACTIVITIES:

- A. Lecture and discussion
- B. Large and small group activities

- C. Clinical experiences
- D. Peer review
- E. Co-plan/co-teach/collaborate in designing lessons
- F. Research assignments
- G. Demonstration of technology proficiency
- H. Unit and lesson plan artifacts
- I. Additional journal article reflection assignments

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

Clinical experiences are an essential part of this course. Teacher candidates will exhibit professionalism throughout **10 hours** of clinical experiences in a classroom associated with their major. All clinical placements will be at sites which include **some RtI experiences**. Candidates will provide their own transportation. The EPP will work with secondary content and pre-K12 partners to create clinical partnerships with schools who have MOUs with the COEHS. Clinical placements will be made using a cooperatively created, agreed-upon system. Instructors will formally evaluate candidates' clinical experiences using an EPP-provided common instrument. Instructors will monitor, verify, and evaluate clinical experiences and components on *LiveText*. To earn a grade in this course, teacher candidates must successfully complete the required clinical experiences and record clinical experience hours and components on the *LiveText* FEM and KFETS sites.

Required Activities for Clinical Experiences Include:

- Co-teaching lessons using teacher-developed lessons and varied co-teaching strategies
- Identify how teachers are differentiating instruction and assessment to meet RtI students' needs
- Diverse placement of students in RtI settings with ELL and students with disabilities

VII. TEXT(S) AND RESOURCES:

Required Textbooks

Mastropieri, M. A. & Scruggs, T. E. (2018). *The inclusive classroom: Strategies for effective differentiated instruction*. 6th ed. NY, NY: Pearson.

Orlich, D.C., Harder, R.J., Trevisan, M.S., Brown, A. H., & Miller, D. E. (2018). *Teaching strategies: A guide to effective instruction*. 11th ed. Boston, MA: Cengage Learning.

College LiveText – EDU Solutions Student Membership/CHAMPS

- A. Canvas
- B. Waterfield Library at Murray State University
- C. MSU Computer Centers
- D. Professional Publications (provided by instructor)

- E. Curriculum Library Alexander Hall at Murray State University
- F. MSU Writing Center
- G. The IRIS Center, Vanderbilt University (online)
- H. Self-selected books, articles, and activities

VIII. EVALUATION AND GRADING PROCEDURES:

Grades will be awarded for successful performance in course tasks, including but not limited to chapter activities, quizzes, examinations, reflections, group presentations and culminating portfolio. Key course assessments and common course assessments are required by all instructors. All key course assessments will be posted on *LiveText* and evaluated using an EPP-provided common instrument. Common course assessment data will be collected by course instructors and shared during course team meetings to inform instruction.

- A. **Key Course Assessment One- Unit of Study:** Unit will include lessons designed using EPP common template. *(Submitted to Livetext)*
- B. **Key Course Assessment Two- Clinical Experience Evaluations:** Course instructors and cooperating teachers will evaluate candidates' clinical experiences using an EPP-provided common instrument on *LiveText*.
- C. **Common Course Assessment One- MOCK ARC**
- D. **Common Course Assessment Two- Digital Toolbox:** Candidates identify research-based instructional strategies appropriate for Tier One and Tier Two RtI students at designated grade levels. Strategies include technology and content literacy. Candidates share strategies on an electronic platform.

Although activities and grading procedures may vary by instructor, the * items are required and all sections must use the same scoring rubric for *LiveText* course assignment.

<u>Assignments</u>	<u>Points</u>
*Unit of Study	100
*Mock Arc	100
*Clinical Experience Evaluations	50
*Digital Toolbox	100
Additional Instructor Assignments	100
IRIS	50
Exams (Midterm and Final)	200
TOTAL	700

Assignments are due prior to or at the beginning of class or per each assignment's due date. LiveText KEY Course documents must be posted by the beginning of class on the date due.

*Late assignments will not be accepted except in extreme circumstances. Permission of instructor must be received in order to make-up and complete late assignments.

Specific Assignment Requirements

Digital Toolbox (100 pts): Students will create a resource notebook folder containing at least 3 evidence-based strategies for each of the specified areas (Tier I, Tier II, and Tier III). The format for strategies presentation will be supplied by the instructor. All materials will be placed into google docs. Please see assignment handout for specific directions. This assignment you will email and share the google link with the course instructor.

Unit of Study (100 pts): Students will create a unit of study to include two lesson plans, pre-assessment, and post assessment. See assignment sheet for detailed instructions and a grading rubric. This will be submitted on *LiveText* and *Canvas*.

Mock ARC Presentation and Reflection (100 pts): Students will be given group assignments and will prepare for their assigned role in a Mock Admission and Release Committee (ARC) to be presented to the class. Each group will be given a scenario reflecting the responsibilities and rights of the professionals, the student, and the family as they collaborate in the planning of an appropriate educational program for the student. Students will write a summative and reflective paper on the ARC collaborative process. Scoring will follow the criteria on the Mock ARC rubric, which is in *Canvas*. A copy will be submitted to course assignments in *LiveText*.

Clinical Experience Evaluation (50 pts): Students will participate and observe in a mandated field experience at a culturally diverse school. Students will be placed in classrooms of their major. All students must be dressed appropriately per Teacher Education Services guidelines during field experiences. Students will write a reflective paper on diversities and strategies observed to address the diversities of the classroom. Specific classroom differentiation strategies will be discussed based on their observations. This paper will be submitted as a course assignment in *LiveText*. Scoring will follow the criteria on the Field Experience Rubric.

Additional Instruction Assignments (100 pts) these are in class assignments provided by the instructor. These assignments will include KWL, quizzes, exit slips, formative assessments to determine student learning.

IRIS Independent Research Assignment: (50 pts) Students will choose a case study on a specific disability and complete the accompanying assignments/questions. This assignment will be utilized as an independent assignment.

Midterm and Final Examinations (200 pts): A midterm and final examination will be given and each are worth 100 points. The Mid-Term Examination will cover the content from the first half of the semester. The Final Examination will be cumulative. Interactive Notebook will count as a portion of this grade at both mid-term and final exams.

Grades will be awarded for performance in accordance with this grading scale.

Percentage	Grade	Points
90 – 100%	A	537-600

80 – 89%	B	477-536
70 – 79%	C	417-476
60 – 69%	D	357-416
0 - 59%	E	0-356

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. **NON-DISCRIMINATION POLICY STATEMENT:**

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, sex, gender identity, sexual orientation, religion, age, veteran status, or disability in employment or application for employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities.

In particular and without limiting the preceding and pursuant to and consistent with the requirements of Title VI of the Civil Rights Act of 1964 and its regulations 34 CFR 100 et seq.; Section 504 of the Rehabilitation Act of 1973 and its regulations 34 CFR 104; Title IX of the Education Amendments of 1972, 20 USC 1681 et seq., and its regulations 34 CFR 106 et seq; and the Age Discrimination Act of 1975 and its regulations 34 CFR 110, Murray State University does not discriminate on the basis of race, color, national origin, sex, handicap, or age in its educational programs and activities. This non-discrimination in education programs and activities extends to employment and admissions and to recruitment, financial aid, academic programs, student services, athletics, and housing. Murray State is required by Title IX and 34 CFR part 106 not to discriminate on the basis of sex and the prohibition against sex discrimination specifically includes a prohibition of sexual harassment and sexual violence.

For information regarding nondiscrimination policies contact the Executive Director of IDEA/Title IX Coordinator, Camisha Duffy, Office of Institutional Diversity, Equity and Access, 103 Wells Hall, Murray, KY 42071. Telephone: 270-809-3155 (Voice) 270-809- 3361 (TDD).

Students with Disabilities: Students requiring special assistance due to a disability (temporary or permanent) should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students with disabilities should contact the Office of Student Disability Services, Ken Ashlock, 423

Wells Hall, Murray, KY 42071. Telephone: 270-809-2018 (Voice) 270-809- 5889 (TDD).

XII. FLAG SYSTEM/CONTINUOUS ASSESSMENT:

Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student's progress towards program completion. **NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING**

The mission of the College of Education and Human Services is the preparation of leaders for successful careers that positively impact communities as advocates and practitioners, through student-centered, authentic, and engaging academic programs. The college envisions it will be recognized for producing graduates who foster excellence in their communities. The college's education programs support that mission and vision by ensuring candidates exemplify the knowledge, skills, dispositions, leadership qualities, and decision-making skills necessary to serve as effective educators in their communities. The goal of the college's educator preparation program is to produce candidates who demonstrate the characteristics of a Murray State University graduate, the proficiencies delineated by Kentucky Teacher Standards and the knowledge required by learned societies. Program experiences equip candidates with the knowledge, skills, and dispositions to become reflective decision-makers. "Educator as a reflective decision-maker" is the unit's theme. Undergraduate candidates demonstrate professional dispositions throughout their course work, field experiences, and student teaching. Graduate candidates exhibit the same dispositions while developing their capacity as teacher leaders who foster excellence in their classrooms, schools, districts, and communities. Murray State University candidates will become educators who are:

1. Inclusive – Advocate for an inclusive community of people with varied characteristics, ideas, and worldviews.
2. Responsible – Consider consequences and makes decisions in a rational and thoughtful manner for the welfare of others. Act with integrity to pursue an objective with thoroughness and consistency.
3. Enthusiastic – Exhibit eagerness and passion interest in tasks that relate to beliefs about education.
4. Caring – Demonstrate regard for the learning and well-being of every student.
5. Confident – Exhibit certainty about possessing the ability, judgment, and internal resources needed to succeed as a teacher.
6. Ethical – Conform to accepted professional standards of conduct by making decisions based on standards and principles established by the education profession.

Educational research, theory, philosophy, and best practices create the knowledge base* that informs faculty and guides program goals. Program curricula, goals, and outcomes are aligned with and informed by the standards of learned societies, SPAs, and professional benchmarks including but not limited to the EPSB Kentucky Teacher Standards, EPSB, Kentucky Interdisciplinary Early Childhood Education Teacher Standards, National Council of Teacher Educator Standards, CAEP Standards, InTASC Standards, National Association of School Psychologists Standards, and the Council for Accreditation of Counseling and Related Educational Programs Standards. Candidates’ standards-based knowledge, pedagogical proficiency, and professional dispositions are systematically monitored and formally evaluated through the education program’s continuous assessment system. Each program uses student data to inform program improvement.

Education Program’s Conceptual Framework

