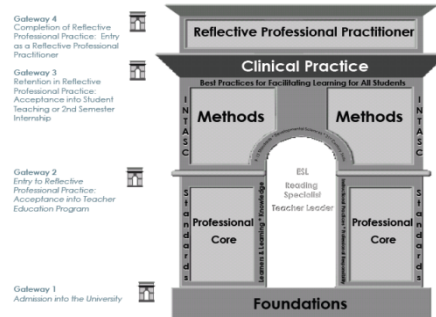


Building Together for Excellence in Education



Belmont University
 Department of Education
 EDU 3800 (Section 01 & 03)
 Meeting the Needs of Diverse Learners
 Spring 2015
 Meeting Time: Tuesday 8:00 am – 12:15 pm
 4 Credit Hours

Course Information

Class Location: WAC 5004

Beginning January 20, class will meet at Murrell School

1450 14th Avenue South | Nashville, TN 37212 | (615) 298-8070

Note: You must park on 14th Ave South and not on side streets. Also, follow parking signs (do not park in areas that are no parking zones or you will be ticketed)

NOTE- For inclement weather, if MNPS is closed (see news reports), check email by 6 am for location of class (Class will either be online or at Belmont)

Instructor Information

Instructor: Sally Barton-Arwood, Ph.D.

Office: WAC 5028

Office Hours: Monday 9:00 – 1:00; Wednesday 12:00 – 4:00 and by appointment

Telephone: 460-5452

Email: sally.arwood@belmont.edu

IMPORTANT NOTE: Belmont University Emergency Resources:

http://www.belmont.edu/news/emergency_information.html

Text Alerts: For the most significant and urgent threats, Belmont first uses its Text Alert system to quickly notify a mass audience. Belmont's Text Alert system is provided by local company Dobie Mobile, and all students, faculty and staff are encouraged to sign up in order to get important news quickly in the event of an emergency. Belmont Text Alerts are only used for emergency communications. To sign up, text the word "Belmont" to 27538. To unregister, text the word "Stop" to the same number.

I. Course Description and Introduction: This course deals with the identification, characteristics and evaluation of exceptional children (required for any licensure). Catalogue: Overview of exceptionalities; introduction to pedagogical, curricular, and social considerations involved in educating diverse learners in the classroom.

Introduction to the Course: More specifically, the sections of this course represent a collaboration partnership between Murrell School and the Department of Education at Belmont University. This partnership is framed on local and national issues indicating a) the connection between student/teacher relationships and improved outcomes for all children, including those at risk for school failure, and b) cultural mismatches between students and teachers that have the potential to lead to inappropriate disciplinary referrals and exclusion from school. Candidates will meet at Murrell school for class each week. As part of our collaboration, we will work in classrooms with Murrell teachers, staff, and students.

II. Standards: The Department of Education at Belmont University has adopted the InTASC and Tennessee Licensure Standards, which are predicated on the InTASC standards. The standards can be found at:

InTASC Standards:

http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf

Tennessee Licensure Standards:

<http://www.tennessee.gov/education/lic/doc/accttchlicstds.pdf>

III. Course Outcomes:

At the end of this course, the candidate will be able to achieve the following outcomes that are aligned with INTASC and the State of TN Professional Standards. **NOTE – the INTASC standards that are in bold represent the diversity proficiencies addressed in this course.**

1. Identify implications and applications of legislation and court decisions relating to the appropriate education of diverse student populations. (INTASC **9j**)
2. Understand the multiple characteristics of diverse students and how to use this information to build on student strengths and customize learning for all students incorporating assessment, instructional strategies, resources, and technology. (INTASC **2a**, 2g, **2j**, **4g**, **6g**, **6h**, **6p**, **6u**, **7b**, **7i**, **7j**, **7k**, **8a**, **8l**, 8n, **8p**, **8s**, 9h. TN Professional Education Standards 2, 3, 4, 7, 8, 9, 11)
 - a. Recognize areas of exceptionality (including strengths and needs); identify potential impact on student learning, including intellectually gifted students, and strategies and resources to address those needs. (InTASC **2h**)
 - b. Understand importance of culture and development of language and how to design instruction to make content more accessible (INTASC **1g**, **2e**, 2i)
3. Understand the factors that characterize respectful and safe school and classroom environments including the use of person-first language when writing and speaking about persons with disabilities. (INTASC **1h**, **2l**, **2m**, **2n**, **2o**, **5s**, 7n, **9e**, **9m**, TN Professional Education Standard 5)
4. Understand the importance of and identify strategies for successful collaboration to support the achievement of all students. (INTASC 1k, **2f**, **3a**, **3f**, **3l**, **3n**, **7e**, **7m**, **10b**, **10q**, TN Professional Education Standards 6 & 10)

IV. Performance and Assessment Tasks:

Activity	Purpose
Homework, Quiz, and Text Dialogue InTASC 1k, 2f, 2j, 2o, 3a, 3l, 4g, 6g, 6h, 6p, 6u, 7e, 7i, 7k, 7m, 8a, 8n, 9e, 9h, 9i, 9m, 10b, 10q	Homework and IEP quiz will evaluate basic foundational knowledge necessary for more in depth application and reflection. Text dialogue provides opportunities to a) discuss & correct homework and b) reflect and connect work in Murrell classrooms & other field experiences with course content. (Outcomes 1, 2, 3, and 4).
Learning Differences Project InTASC 1g, 2a, 2e, 2g, 2h, 2i, 5s 7b, 7j, 8i, 8s	This key assessment will evaluate the application of UDL, and SIOP as well as Differentiated Instruction. (Outcome 2)
Practicum and Practicum Reports (see end of syllabus for information on practicum reports) InTASC 1h, 2h, 2l, 2m, 3f, 7n, 8p	The practicum is critical for furthering understanding of diverse learners and instructional strategies specifically making connections between work in Murrell classrooms, effective instructional practices and
<i>Note</i>	

* Students must have liability insurance and background check completed-with no indicators or approval from department * Failure to complete your practicum will automatically result in a failing grade in this course	classroom & candidate dispositions. (Outcomes 2, 3, and 4)
Final	This assessment evaluates knowledge related to the big ideas in the course (Outcomes 1, 2, 3, and 4)

V. Required Textbooks and Other Materials:

- *Introduction to special education: Making a difference.* (2010, 7th ed.). D. D. Smith & N. C. Tyler Upper Saddle River, Merrill.
- 2 pocket folder for turning in homework
- Students will read *Expecting Adam: A True Story of Birth, Rebirth, and Everyday Magic* by Martha Beck (2011) (Book not available on Bookstore – you will need to order this)
- Additional Required Readings are included in the Class Schedule.

VI. Instructional Methodology: A fundamental focus of this class is service and student responsibility.

Service and Field Experience: The practicum experience is a critical aspect of the class. The practicum is focused on community service to support individuals with disabilities. There are three components that will lead to 18 – 20 hours of field experience.

1) First, this four-hour class meets each week at Murrell School. As such, students will work in an assigned classroom at Murrell each week. Give the issues of the overrepresentation of minority males in discipline and special education referrals, our work at Murrell is intentional to bring a reality to this important social justice issue. When in the classrooms, candidates will conduct focused observations on different instructional and behavioral practices that promote improved outcomes. Additionally, you will think about ways that teachers can create supportive and inclusive culturally responsive classrooms that support the needs of all students. **Candidates are expected to be in their assigned classroom each week. If a candidate is absent, he or she must make up the practicum hours. Additionally, candidates will email the course professor and Murrell mentor to notify them of the absence prior to 8 am the day of class.**

Since, much of the focus of this experience is to build relationships and develop appropriate dispositions for understanding and meeting the needs of diverse learners, mentors (as feasible) and the course instructor will complete a dispositions checklist during the semester that includes dispositions toward diversity. A disposition rating of one in any area represents an inappropriate disposition and will result in a referral to the Chair of the Department of Education.

For additional policies related to the practicum at Murrell School, please see below.

2) There will also be a three – four hour observation in a school where inclusive practices for students with disabilities is part of the school culture. Most likely these observations will occur in Williamson County. The main will be to observe successful inclusion of students with disabilities in their neighborhood schools. (See below for questions/prompts to guide the observation.)

3) Finally, with the idea of developing positive, strength-based relationships with diverse learners, candidates will participate in either Stone Soup at Judson Baptist Church or the Music and Fun Community Camp. Please see below for descriptions of these programs.

Music and Fun with Belmont: Collaboration between Down Syndrome Association of Middle TN Music and our class

Participation in this placement will require candidates to co-plan and facilitate Saturday camps in collaboration with our community partner, Alecia Talbott, Director of DSAMT. Candidates will be working with young children with intellectual and developmental disabilities. The goals of the camp are to have fun and support the children in the developmental of communication and social skills through the use of music. This camp also gives family members and caregivers a chance to catch up on errands or give attention to other family members.

Stone Soup- Judson Baptist Church

Building a community of friends with families, Stone Soup Friday Night is a regularly scheduled respite for children and young adults with special needs and their siblings that are organized by Judson Baptist Church. Parents or caregivers may have a night out or join in the fun! Campers enjoy activities, which include gym games, circle games, crafts, drama, music, and talking with friends.

Contact: Kelley Jones stonesoupjbc@gmail.com

Student Preparation for Class: Students will be expected to read and complete assignments before class. Class time will be used to discuss and expand upon course materials. Student understanding will be facilitated by individual, small group, and whole group class meetings and discussions. Critical Friends and Thinking Protocols will be used to facilitate discussion and reflection. At times, students will be asked to lead discussions. Students will be guided to a responsibility for their own learning and will be encouraged to become reflective practitioners as they develop views and perspectives for the education of diverse learners. The instructor's general role will be that of a facilitator, a mentor, and a guide to support students' construction of knowledge of diverse learners.

VIII. Academic Integrity: Students will be held to the Belmont Academic Honor System. Please see the undergraduate or graduate handbooks.

Standards for Academic Integrity: Generally, academic fraud and dishonesty includes, but is not limited to the following categories: aiding and abetting, cheating, fabrication, multiple submissions, obtaining unfair advantage, plagiarism, and unauthorized access to academic or administrative systems.

Aiding and Abetting: Providing material, information, or other assistance that violates the above Standards for Academic Integrity; providing false information in connection with any inquiry regarding academic integrity.

Cheating: Using unauthorized notes, aids, or information on an examination; altering a graded work prior to its return to a faculty member, allowing another person to do one's own work and submitting it for grading.

Fabrication: Inventing or falsifying information, data or citation; presenting data gathered outside of acceptable professorial guidelines; failing to provide an accurate account of how information, data or citations were gathered; altering documents affecting academic records; forging signatures or authorizing false information on an official academic document, grade, letter, form, ID card, or any other university document.

Multiple Submissions: Submitting identical papers or course work for credit in more than one course without prior permission of the instructor.

Obtaining Unfair Advantage: a) gaining or providing access to examination materials prior to the time authorized by an instructor; b) stealing, defacing, or destroying library or research materials which can deprive others of their use; c) unauthorized collaboration on an academic assignment; d) retaining, possessing, or circulating previously used examination materials without the instructor's permission; e) obstructing or interfering with another student's academic work; or f) engaging in any activity designed to obtain an unfair advantage over another student in the same course.

Plagiarism: Submitting material that in part or whole is not one's own work; submitting one's own work without properly attributing the correct sources of its content.

For additional information plagiarism.

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Unauthorized Access: Viewing or altering in any way computer records, modifying computer programs or systems, releasing or distributing information gathered via unauthorized access, or in any way interfering with the use or availability of computer systems/ information.

IX. Accommodation of Disabilities: In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, Belmont University will provide reasonable accommodation of all medically documented disabilities. If you have a disability and would like the university to provide reasonable accommodations of the

disability during this course, please notify the Office of the Dean of Students located in Beaman Student Life Center (460-6407) as soon as possible.

X. Policies

Class Attendance:

Belmont University is committed to the idea that regular class attendance is essential to successful scholastic achievement. Absence is permitted only in cases of illness or other legitimate cause. Attendance is checked from the first class meeting. Late registrants will have accrued some absences prior to formal registration in the course. In the case of excused absence from class, students have the right and responsibility to make up all class work missed. There will also be a grade reduction for frequent tardies.

Students should arrive to Murrell School by 7:55 at the latest in order to get into the school and be ready for class at 8:00 am. Students arriving prior to 8:00 should use the middle front door and do not need to ring the doorbell. Students arriving prior to 8:00 am will sign in in our "Belmont" classroom at Murrell. Students arriving at 8:00 or later will need to ring the doorbell and then sign in at the office. Students arriving at 8:00 am or later are NOT allowed to come to the "Belmont" classroom without signing in first at the front office.

Provost's Excused Absences

If a class absence is necessary because of an activity by another class or university organization, the sponsor of the activity will provide a detailed memorandum on the letterhead of the unit to the Provost at least two (2) weeks prior to the event. The memo will provide the names of students involved, the type of event, and the date range of the event. If approved the Provost will countersign the memo, generating a Provost's Excuse, and copies will be provided by the sponsor to each student to present to instructor as an excused absence with the allowance for the student to make up missed class work.

▪ Absences not Covered by the Provost's Excuse

When the number of absences (other than those addressed in the Provost's Excuse) exceeds three times the number of regularly scheduled class meetings per week (20% of class meetings during regularly scheduled summer terms), the student may receive the grade of "FN" (failure for non-attendance).

Because all teacher candidates are also measured on Professional Dispositions, **excessive absences and tardies** will result in decisions made about continuation with the Teacher Education Program toward certification.

• Student responsibilities

Students are responsible for **notifying Dr. B AND MURRELL mentors if you miss class(es). As such, students are also responsible for getting their mentor emails.** They are to provide documentation in support of absenteeism for Dr. B. to review and evaluate according to course attendance policies. Student with excused absences (as approved by the faculty or through the Provost's Excuse) are able to make up all classwork missed during the absenteeism period. **Students are also required to make up the practicum hours missed. Students will need to schedule make up time with their Murrell mentors, and inform Dr. B. of the make up date.** When class is missed, students should get course notes from a peer in the class. Class agendas and PPTs will be on Blackboard.

Faculty responsibilities

Faculty members will provide an absenteeism policy on each course syllabus and review and explain the policy to all students. Faculty members providing for excused absences will review requests for those not covered by the Provost's Excuse and communications relating to unexcused absences and approve them according to the course syllabus. They will honor absences that are properly documented and provide either the same or in-kind assignments and provide opportunities for students to make up missed coursework during or immediately following an excused absence period.

Appeal

Students may appeal a disputed absence matter to the chair of the faculty member's department or to the appropriate dean's office should the faculty member be the department chair. The appropriate dean's decision will be final. Proper documentation must be provided in support of the appeal. If the appeal is approved, the chair or dean will communicate the reason for the approval and the remedy to the faculty member who will permit the student (s) to

make up missed coursework in a timely manner.

Assignments and Late Assignments: All assignments are due the day of class meeting in the homework folder and are to be typed. Work that is not typed will not be counted. The folders will be a way for students and the instructor to keep track of completed assignments. Homework is an important part of the class grade.

Discussion of Grades: If you have a question or wish to have a grade reconsidered, submit a written statement outlining the reason(s), along with the graded assignment. Requests for reconsideration of a particular grade will be accepted beginning 24 hours after the grade is received and ending one week later.

Course Evaluations: Student responses on evaluations help faculty improve courses in order to improve student learning. Comments that are thoughtful, responsible, and constructive are taken seriously by faculty and administrators.

Cell Phones and Computers: Cell phones will be used during class (e.g., Poll Everywhere) to support class participation. Computers will be used at different times during the class periods. Using technology during instructional times for checking email, Facebook, etc. represent negative dispositions and will be reflected in disposition evaluations, leading to a meeting with the Chair of the Department of Education. (Phones can be used during breaks.)

Interviews

Students are responsible for scheduling their own Gateway Interviews. **Gateway 1** is acceptance into the university and does not require you to schedule an interview. **Gateway 2** interviews are scheduled while during your last Professional Core course and prior to taking any of your methods courses. **Gateway 3** interviews are scheduled during your last methods course and prior to student teaching OR at the end of the first semester of the Internship. **Gateway 4** is completed at the end of student teaching OR at the end of the internship. Please contact your advisor for details.

Course Requirements and Evaluation: Detailed information on each of the following assignments will be provided on Blackboard and during class.

Assignments	Points
Homework (10 points each week) All homework needs to be typed and turned in the day it is due <i>Homework will be graded as complete (10 points) or incomplete (0 points), which means that all homework must be turned in during class to get 10 points. Late homework will earn 5 points. You can have one grace day (late homework still = 10 points)</i>	130
Text Dialogue <i>Students can earn 5 points each class period for being on time participating in a dialogue about the chapter, and bringing outside resources</i>	65 points
IEP Quiz	25 points
Practicum Attendance	Pass/Fail
Practicum Report 1	50 pts
Poster and Final Report	25 pts
<i>Students must complete ALL practicum hours in order to pass this course. Even if other grades are satisfactory, the student will not pass this course if more than one day is missed in practicum.</i>	

Learning Differences Project (details will be posted on Blackboard) 100

Final Exam 100
Students with an A and have turned in ALL assignments on time and have not missed a class or have been tardy will be excused from the final exam.

Grade	% Points
A	95-100
A-	92 – 94.9
B+	89 – 91.9
B	86 – 88.9
B-	83 – 85.9
C+	80 – 82.9
C	77 – 79.9
C-	74 – 76.9
F (Grad)	Below 74

Tentative Class Schedule – PowerPoints will be posted on Blackboard

Homework should be typed and turned in at the end of the class period in the folder to get full credit. There will be a point deduction for late homework. You can have one grace day to turn in late homework and still earn 10 points. Chapter questions will be posted on Blackboard. For chapter questions ONLY, you only have to complete half of the questions (either 1 – 5 or 6 – 10). You will be assigned either questions 1 – 5 or 6 – 10. The first part of the class period, you will meet with your “Home Team” and discuss the questions. But READ THE WHOLE CHAPTER as the content will be on the PLT Praxis licensure test.

Date	Topics	Readings	Assignments Due
Jan 13	<ul style="list-style-type: none"> Class Introductions Educating Peter Issues and Trends Using person-first language & Spread the Word to End the Word Syllabus overview & class meetings at Murrell School 		
Jan 20 Arrive by 7:50 Meet inside school by front door	1st DAY AT MURRELL <ul style="list-style-type: none"> Introduction to Murrell Chapters 1, 2, and 7 Introduction to Students with EBD Introduction to IRIS 	1) Read the policies in the syllabus 2) Textbook CH 1, 2, and 7 3) Read this very short article http://www.aft.org/periodical/american-educator/winter-2003-2004/how-disruptive-students-escalate-hostility	1) Chapters 1, 2, & 7 chapter questions
Jan 27	<ul style="list-style-type: none"> Learning Disabilities Positive Behavior Support & Response to Intervention Introduction to UDL and Differentiated Instruction Video resources 	1) Textbook Ch 5 2) Learn about Positive Behavior Intervention and Support: Explore this website: go to http://www.pbis.org/ 3) Watch the 5 brief videos on RTI ²	1) CH 5 Questions and prepare for text dialogue 2) Prepare notes to teach classmates about the IRIS module that you completed. You will turn in your notes as part of your homework.

	<p>https://louisville.edu/education/abri/training.html</p> <ul style="list-style-type: none"> Jigsaw IRIS Modules 	<p>http://www.pbslearningmedia.org/resource/99a92190-ea8a-4850-b476-73528dd1fa55/response-to-instruction-and-intervention-rti2-overview/</p> <p>4) You will be assigned ONE of the following IRIS modules:</p> <p><u>Number 1 - Tier 1 Support</u> IRIS Module: Classroom Management (Part 1) http://iris.peabody.vanderbilt.edu/module/beh1/</p> <p><u>Number 2 - Secondary/Targeted Tier 2</u> IRIS Module – SOS http://iris.peabody.vanderbilt.edu/module/sr/</p> <p><u>Numbers 3 & 4 - Individual Tier 3</u> IRIS Module- Functional Behavior Assessment http://iris.peabody.vanderbilt.edu/module/fba</p>	<p>3) Write a response to the following prompts:</p> <ol style="list-style-type: none"> Define RTI and PBIS. What are tiers of support? What are similarities and differences between RTI and PBIS? Why would schools and teachers want to implement RTI and PBIS?
Feb 3	<ul style="list-style-type: none"> Pre-referral Process – issues in over and under-identification More on IDEA Individualized Education Programs and connection to Common Core & RTI (Easy IEP – Murrell Guest Speaker- Meagan Humbert 11:00) Inclusion and LRE Evaluation and Eligibility in TN http://www.tn.gov/education/student_support/eligibility.shtml 	<ol style="list-style-type: none"> IRIS Module: RTI (Part 1): An Overview http://iris.peabody.vanderbilt.edu/module/rti01-overview/ IRIS Module: The Pre-Referral Process: Procedures for Supporting Students with Academic and Behavioral Concerns http://iris.peabody.vanderbilt.edu/pref/chalcycle.htm Watch the following brief video http://www.schooltube.com/video/6d476df2ef7d4abfa02f/An-IEP-Map-Navigating-Your-Way-through-the-Maze Complete these IEP Tutorials. http://web.utk.edu/~sbenner/IEP_Tutorial/gettingstarted.html You do not have to complete the online quizzes or the case studies. There will be an in class quiz. Review information on the TN Dept of Education website http://www.tn.gov/education/student_support/eligibility.shtml 	<ol style="list-style-type: none"> Be prepared for text dialogue and to discuss both modules in class. There will be a quiz on prereferral processes, IEPs, PBIS, and RTI given in class today.
Feb 10	<p>ADHD & Section 504 (Guest Lecture: Shree Walker Metro Schools)</p> <p>Traumatic Brain Injury</p>	<ol style="list-style-type: none"> Chapters 6 & 13 Article: Smith (2002). <i>Section 504: What teachers need to know</i> 	<ol style="list-style-type: none"> Chapters 6 & 13 questions and prepare for text dialogue Answer the following questions

		<p>3) Complete web-based simulation http://www.pbs.org/wgbh/misunderstoodminds/attention.html Find the “Experience First Hand” heading and complete the Visual and Auditory Activities and Watch the “Too Much Attention” video</p>	<p>based on the article (typed):</p> <p>a) What is Section 504 and what is the purpose?</p> <p>b) Under 504, how is a person considered to have a disability?</p> <p>c) How is disability defined under 504 and how is that different from IDEA?</p> <p>d) What does “otherwise qualified” mean?</p> <p>e) From what you have read in your textbook, what are three main differences between section 504 and IDEA?</p> <p>f) After completing the simulation, what are 3 things that a teacher can do in a classroom to support students who are easily distracted?</p> <p>3) Find examples of 504 accommodations for ADHD and two other disability areas that are of interest to you.</p>
Feb 17	<ul style="list-style-type: none"> • Universal Design for Learning • Looking at lesson plans that incorporate UDL • Autism Guest Speaker 	<p>1) IRIS Module: Universal Design for Learning: Creating a Learning Environment that Challenges and Engages all Students http://iris.peabody.vanderbilt.edu/module/udl/</p> <p>2) IRIS Module: Bookshare http://iris.peabody.vanderbilt.edu/module/bs/</p>	<p>1) IRIS Module assessment questions prepare for text dialogue</p> <p>2) NOTE- you have two chapters due next week to be turned in on Mar 3 (See below)</p>
Feb 24 DO NOT MEET AT MURRELL or BELMONT	<ul style="list-style-type: none"> • Autism and Speech and Language Disorders <p>AND Inclusion Practicum visit Today – go directly to your assigned school</p>		<p>1) Chapter 4 & 12 questions (turn these questions in next week)</p>
Mar 3	<ul style="list-style-type: none"> • Sensory Impairments • English Language Learners, Sheltered Instruction, and Thinking Maps (Guest Speaker from Metro Schools TBD) • More on UDL 	<p>1) Chapter 3 and 10 OR 11 (You will be assigned either chapter 10 or 11)</p> <p>2) IRIS Module: Teaching English Language Learners: Effective Instructional Practices http://iris.peabody.vanderbilt.edu/module/ell/</p> <p>3) Find a lesson plan that incorporates Sheltered Instruction or SIOP components. Here is a link to help you find those lessons. http://www.cal.org/siop/ Read the lesson and bring either hard copy of the lesson to class.</p>	<p>1) Chapter 3 questions and prepare for text dialogue</p> <p>2) Prepare notes for the jigsaw on the chapter (either 10 or 11) you read. Notes are to be turned in as part of your homework.</p>

		<p>4) Explore this website http://ellandsiopresources.weebly.com/siop-lesson-planning-and-preparation-resources.html</p> <p>5) Locate the following 2 items. Either bring a hard copy or have an electronic copy available for class: http://www.homedaleschools.org/Teacher_Resources/SIOP/docs/Lesson_Plan_Checklist.pdf</p> <p>http://siopwiki.cmswiki.wikispaces.net/file/view/ShelteredInstructionStrategiesChart%2Bfrom%2BIVanna.pdf/278120784/ShelteredInstructionStrategiesChart%2Bfrom%2BIVanna.pdf</p>	
Mar 10	BU SPRING BREAK		
Mar 17 Meet at Belmont	<ul style="list-style-type: none"> • Intellectual Disabilities • Collaboration with Families (Alecia Talbott from DSAMT 11:00) • More on UDL and Learning Differences Project 	<p>1) Textbook chapter 8</p> <p>2) <i>Expecting Adam</i></p> <p>3) IRIS Module: Collaborating with Families http://iris.peabody.vanderbilt.edu/module/fam/</p>	<p>1) Chapter 8 questions and prepare for text dialogue</p> <p>2) Bring a lesson plan for Learning Differences Project - bring either a hard copy or an electronic copy to class AND your computer (We will be using this for the Learning Differences Project). Find a partner and use the same lesson for this project.</p> <p>3) After reading <i>Expecting Adam</i> and completing the Collaborating with Families Module, provide a two page written response about collaborating with families using the following prompts: “I used to think about collaborating with families ...” “But now I think about collaborating with families ...” (For this part, provide direct evidence from the module and the book – REFERENCE BOTH THE BOOK AND THE MODULE)</p>
Mar 24 MNPS SPRING BREAK Meet at Belmont	<ul style="list-style-type: none"> • Physical or Health Disabilities • Assistive Technology Field Trip (Off campus - 10:00 – 11:30) 	<p>1) Chapter 9</p> <p>2) IRIS Module: Assistive Technology: An Overview http://iris.peabody.vanderbilt.edu/module/at/</p> <p>3) IRIS Video Vignettes In the IRIS Resource Locator, go to “Assistive Technology” then to</p>	<p>1) Questions for Chapter 9 and prepare for text dialogue</p> <p>2) IRIS module assessment questions</p>

		“Video Vignettes” under Assistive Technology Select and view ONE “Assistive Technology in Action.”	
Mar 31	<ul style="list-style-type: none"> Differentiated Instruction (Grad student presentation) More on Learning Differences Project 	1) IRIS Module: Differentiated Instruction: Maximizing the Learning of All Students http://iris.peabody.vanderbilt.edu/module/di/	1) IRIS module assessment section and prepare for text dialogue 2) Summary of Technology Access Center Visit 3) Learning Differences Project DUE Wednesday April 1 by 5:00 pm to Dr. B.s office. Hard copies only will be accepted.
Apr 7	<ul style="list-style-type: none"> Gifted and Twice Exceptional Learners (Susan Clendenen & Dr. Shunn Turner Metro Schools) Overview of Poster Presentation at Murrell 	1) Chapter 14 2) Article on Twice Exceptional Students and Learning Strategies 3) Explore this great resource http://www.cde.state.co.us/sites/default/files/documents/gt/download/pdf/twicexceptionalresourcehandbook.pdf	1) Chapter 14 questions and prepare for text dialogue 2) Article discussion questions
Apr 14	<ul style="list-style-type: none"> Testing Accommodations and Modifications (Grad student presentation) 	Articles on Accommodations and Modifications	1) Discussion questions for articles and prepare for text dialogue
Apr 21	<ul style="list-style-type: none"> Poster Presentation Murrell Overview of Final Exam 	No Readings	1) Poster Report
Apr 28 Last Day of Class – Meet at Belmont	<ul style="list-style-type: none"> Collaboration and Co-Teaching Transition Planning 	1) Article on Collaboration 2) Article on Co-teaching	1) Discussion questions for articles and prepare for text dialogue
April 30 8:00 Meet at Belmont	Final Exam Graduating Peter	Bring your completed take home exam AND the copy of the final exam.	Apr 30 8:00 AM Meet at Belmont

Additional Resources:

REMEMBER IRIS!

<http://iris.peabody.vanderbilt.edu/>

NICHCY

<http://nichcy.org/disability/categories>

Current Practices Alert

<http://teachingld.org/alerts>

Strategies for reading instruction

What Works Clearinghouse

<http://ies.ed.gov/ncee/wwc/>

A resource for EBP

Intervention Central

<http://www.interventioncentral.org/>

A resource for academic (especially RTI) and behavioral strategies and materials

Understanding Language: Language Literacy and Learning in Content Areas

<http://ell.stanford.edu/>

A resource for Common Core and English Learners

Khan Academy

Explore website

<http://www.khanacademy.org/>

Watch TED video

<http://www.youtube.com/watch?v=gM95HHI4gLk>

http://reading.uoregon.edu/big_ideas/voc/voc_what.php

Teacher Education Conceptual Framework—*Building Together for Excellence in Education*

The visual of the Conceptual Framework of the Arc de Triomphe is symbolic of the passageway to reflective professional practice. The arch is stable only when complete, when the keystone has been set in place. Therefore, an arch under construction must be supported from below otherwise it would collapse. The Belmont learning community provides the support (scaffolding) candidates need throughout the program. To ensure our candidates are building the knowledge, skills and dispositions encompassed by the Arc, we evaluate their progress through Gateways. When candidates complete all requirements, the keystone is put in place at the conclusion of the professional practice and candidates become Reflective Professional Practitioners.

The ***Building Together*** metaphor is also representative of the constructivist approach taken to provide candidates with scaffolding as they enter and pass through the four Gateways to excellent education through the construction of their own knowledge and demonstration of their proficiency of the Interstate New Teacher Assessment and Support Consortium (InTASC) standards. Throughout our program, candidates actively construct their own model of teaching from a variety of experiences provided for them through direct interaction in the cultural context. The scaffolding allows candidates to build a substantial foundation upon which to build their career. These support structures become part of their foundation and provide a process to learn, engage, and grow to become Reflective Professional Practitioners.

Central to our Conceptual Framework is alignment of candidate proficiencies with professional, state, and institutional standards. ***Excellence in Education*** is based on established standards of best practices found in the Interstate New Teacher Assessment and Support Consortium (InTASC) for licensure, the Tennessee Licensure Standards for Teaching, NCATE, and the Tennessee Instructional Technology Standards. Such standards are consistent with the research on producing quality teachers. These standards also embrace the university's focus on academic excellence, continuous improvement, and a caring approach to learners through coursework that is rigorous and relevant, delivered by educators who cultivate relationships in the learning community and have respect for diverse cultures, perspectives, and abilities, as well as knowledge of how these impact learner development cognitively, physically, socially-emotionally, and linguistically.

PERSON FIRST LANGUAGE: Guidelines For Discussing People With Disabilities

It's the "Person First" - THEN the Disability

If you saw a person in a wheelchair unable to get up the stairs into a building, would you say "there is a handicapped person unable to find a ramp?" Or would you say "there is a person with a disability who is handicapped by an inaccessible building?" What is the proper way to speak to or about someone who has a disability? Consider how you would introduce someone - Jane Doe - who doesn't have a disability. You would give her name, where she lives, what she does or what she is interested in - she likes swimming, or eating Mexican food, or watching Robert Redford movies. Why say it differently for a person with disabilities?

Person first language.

In speaking or writing, remember that children or adults with disabilities are like everyone else - except they happen to have a disability. Therefore, here are a few tips for improving your language related to disabilities and handicaps.

1. Speak of the person first, then the disability.
2. Emphasize abilities, not limitations.
3. Do not label people as part of a disability group - don't say "disabled", say "people with disabilities."
4. Don't give excessive praise or attention to a person with a disability; don't patronize them.
5. Choice and independence are important; let the person do or speak for him or herself as much as possible; if addressing an adult, say "Bill" instead of "Billy."
6. A disability is a functional limitation that interferes with a person's ability to walk, hear, talk, learn, etc.; use handicap to describe a situation or barrier imposed by society, the environment, or oneself.

SAY

child with a disability
 person with cerebral palsy
 person who has . . .
 without speech, nonverbal
 developmental delay
 emotional disorder or mental illness
 deaf or hearing impaired,
 communicates with sign
 uses a wheelchair
 person with intellectual disabilities
 person with epilepsy
 with Down syndrome
 has a learning disability
 nondisabled
 has a physical disability
 congenital disability
 condition
 seizures
 cleft lip
 has a chronic illness
 paralyzed
 has hemiplegia (paralysis on one side
 of the body)
 has paraplegia (loss of function in
 lower body only)
 of short stature

INSTEAD OF

disabled or handicapped child
 palsied, or C.P., or spastic
 afflicted, suffers from, victim
 mute, or dumb
 slow
 crazy or insane
 deaf and dumb
 confined to a wheelchair
 mentally retarded, retarded
 epileptic
 mongoloid
 is learning disabled
 normal, healthy
 crippled
 birth defect
 disease (unless it is a disease)
 fits
 hare lip
 sickly
 invalid or paralytic
 hemiplegic
 paraplegic
 dwarf or midget

(Reprinted from THE PACESETTER, September, 1989)

Questions for Practicum Observation (Inclusion)

Your Name:

THINK ABOUT THE CONCEPTS, TERMS, AND INSTRUCTIONAL STRATEGIES YOU HAVE LEARNED ABOUT THIS SEMESTER. PLEASE INCLUDE APPROPRIATE TERMINOLOGY (E.G., LRE, CONTINUUM OF SERVICES, IEP, 504 PLAN, ETC)

1. General information about the school:

- a) Describe the physical characteristics of the school(s).
- b) If you were a student with a disability, and you were attending this school on the first day, what would your first impressions be as you walked in this school and down the halls?
- c) What is the school mission or are the school goals? (Research this on line)
- d) Does the school mission reflect an acceptance and nurture the learning of all children?
- e) Did you see anything in the behavior of the people at the school that supported (or didn't support) the idea that this school was student-centered?

2. Classroom Physical Arrangement: Do the classroom arrangements facilitate the engagement and learning of all students? Why or why not – provide examples.

3. Describe the lesson you observed (include details such as standards that were addressed; how the lesson was introduced; instructional steps; how the lesson was ended, etc.)

4. Provide examples of UDL or SIOP. If you did not observe any, what UDL or SIOP, describe some of these strategies that may have been used to support student learning in the classroom where you observed.

5. Look for examples of Assistive Technology (Be sure to review the definition of AT from the IRIS Module). If you have time to talk to teachers, ask about how AT is incorporated into the classroom for specific students.

6. Did you see any pull out special education instruction? If so, how was it different from the instruction in the general education class?

7. Given your work at Murrell this semester and now this inclusion observation, what are the three most important things you learned during this observation?

Midterm Practicum Report Guidelines

(See rubric on next page)

Typed, 12 inch font, double spaced

As you observe, please be mindful of how this learning experience connects to what you already know.

Format

Name:

Placement:

Dates of Classroom Assistance:

Describe the experiences and activities you were engaged in:

Before you started your field experiences, what were your thoughts and feelings about this experience. How have they changed (or not changed)?

Using the headings in bold, also reflect:

CONNECT: How did this experience, and the ideas and information you gained, connect to ideas you know about diversity and diverse learners in our class at Belmont? CITE SPECIFIC EVIDENCE FROM YOUR TEXT (cite page numbers), FROM CLASS DISCUSSIONS, PPT, WORK IN CLASSROOM (cite dates). Specifically I want to see you connect our course content with your practicum. I expect for you to have at **least 10 connections**

EXTEND: How has your thinking about diversity and diverse learners in the classroom broadened, deepened, or expanded in some way as a result of this experience?

CHALLENGE: What challenges or puzzles have come up in your mind about diversity in the classroom (i.e., issues or questions)? What will you do to find answers or additional information related to your challenges and puzzles.

InTASC:

Identify three InTASC standards (1h, 2h, 2m, 3f, 7n, 8p - see attached) that you believe were evident in this experience with specific examples of how the standard was evident. Your examples could be something you saw in your practicum or something that you did yourself. By the end of the semester, I would like for you to have more examples of things YOU did to meet the standard versus things you observed. Be sure to cite the number and letter of the standard as well as type out the whole standard.

EDU 3800 5800 Meeting the Needs of Diverse Learners
Field Experience Rubric for Midterm Practicum Report

Name: _____

	Not Acceptable	Developing	Proficient	Exceptional
Professional Presentation of Report 1h 2l 2m 3f	Reflections do not demonstrate dispositions of respect, belief that all learners can achieve at high levels & attitude of responsibility to support diverse learners in reaching full potential.	Reflections demonstrate surface dispositions that demonstrate respect & belief that all learners can achieve; emerging evidence that candidate assumes responsibility to support diverse learners in reaching full potential.	Reflections clearly demonstrate dispositions that demonstrate respect & belief that all learners can achieve at high levels; narrative clearly demonstrates attitude of responsibility to support diverse learners in reaching full potential.	Reflection and narrative demonstrates deep and insightful dispositions that demonstrate respect & belief that all learners can achieve at high levels; narrative demonstrates unique ideas/perspective in supporting diverse learners in reaching full potential.
Connect: How did this experience, and the ideas and information you gained, connect to ideas you know about diversity and diverse learners in the classroom? At least 10 appropriate connections cited with correct examples. Connections from text, lecture, PPTs, class discussions, work in classrooms and community 2h	Response is inadequate and needs substantial improvement. Does not demonstrate knowledge of best practices to support diverse learners. Does not include evidence.	Response has some detail and descriptions and shows some knowledge of best practices but is lacking details and descriptions. Limited evidence.	Response is sufficient and adequate with some details and descriptions. Evidence provided.	Reflection demonstrates an exemplary understanding of best practices with rich examples and evidence.
EXTEND: How has your thinking about diversity and diverse learners in the classroom broadened, deepened, or expanded in some way as a result of this experience? 7n	Response is inadequate and needs substantial improvement/detail. Does not demonstrate that knowledge or dispositions have broadened, expanded or changed in relation to meeting the needs of diverse learners as a result of field experience.	Response has some detail and descriptions but needs additional demonstrate that knowledge or dispositions have broadened, expanded or changed.	Response has sufficient detail, and descriptions that demonstrate knowledge or dispositions have broadened, expanded or changed	Reflection demonstrates an exemplary reflection that demonstrates how knowledge and/or dispositions have changed and includes rich examples.
CHALLENGE: What challenges or puzzles have come up in your mind about diversity in the classroom (i.e., issues or questions)? What will you do to find answers or additional information related to your challenges and puzzles? In the second journal entry, reflect on how you found answers or additional information related to your challenges and puzzles. 8p	Response is inadequate; questions appear surface and do not demonstrate thoughtfulness in identifying important questions to continue to extend knowledge regarding the education of diverse learners. No attempts to answer questions in subsequent journals.	Response demonstrates emerging ability to form appropriately thoughtful questions. Some attempt in subsequent journals to answer questions.	Response demonstrates sufficient ability to form appropriately thoughtful questions. Subsequent journals provide details regarding efforts to answer questions.	Reflection demonstrates an exemplary ability to form appropriately thoughtful questions. Subsequent journals provide outstanding details to answer questions.
InTASC: Identify three InTASC standards (see your syllabus) that were evident in this experience with specific examples of how the standard was evident. Examples could be something you observed or practicum or you demonstrated. By the end of the semester, I would like for you to have more examples of things YOU did to meet the standard versus things you observed.	Response is inadequate; reflection appears surface and do not demonstrate thoughtfulness in identifying appropriate standards to support experiences in classroom. Candidate does not include examples where he/she demonstrated standard.	Response demonstrates emerging ability to link standards with field experience. More detail needed.	Response demonstrates satisfactory ability to link standards with field experience with sufficient detail and examples are provided of candidate demonstration of standard.	Response demonstrates exemplary ability to link standards with field experience with outstanding detail and examples are provided of candidate demonstration of standard.

1(h) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.

2(h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

3(f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.

8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

Final Practicum Report

You will prepare a trifold poster for your practicum report to address the following InTASC standards. Your task is to prove that you understand and have met the standards using examples that you have observed and also implemented yourself. You can pull examples from across all of your practicum experiences (not just Murrell).

You must address 1h, 2h, and 2l. Then you need to select two others (see below) so you will have 5 standards on your poster. For each standard, be very specific in terms of your examples.

Also include a reflection on your poster regarding your biggest “aha” in terms of supporting students with EBD in your future classroom or career. This is not related to any specific InTASC standard, and it is the reflection that ties the poster together. The idea here is that I want to know what you will do to PREVENT the overrepresentation of minority male students in special education and office referrals. In other words, what have you learned and what will be your role and responsibility in keeping students out of Murrell and to support minority students in their neighborhood schools.

This is worth 50 points. Please see the rubric attached. You will print out rubric and have it at your poster. Mark off the INTASC Standards that you are including in your poster.

- The teacher respects learners’ differing strengths and needs and is committed to using this information to further each learner’s development. (1h)
- The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs. (2h)
- The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential. (2l)
- The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests. (2m)
- The teacher makes learners feel valued and helps them learn to value each other.(2n)
- The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment. (3f)
- The teacher respects learners’ diverse strengths and needs and is committed to using this information to plan effective instruction. (7n)
- The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction. (8p)

EDU 3800 5800 Meeting the Needs of Diverse Learners
Field Experience Rubric for Final Poster Practicum Report

Name:

	Not Acceptable	Developing	Proficient	Exceptional
Professional Presentation of InTASC 1h, 2h, 2l + 3 additional standards	Reflections do not demonstrate dispositions of respect, belief that all learners can achieve at high levels & attitude of responsibility to support diverse learners in reaching full potential.	Reflections demonstrate surface dispositions that demonstrate respect & belief that all learners can achieve; emerging evidence that candidate assumes responsibility to support diverse learners in reaching full potential.	Reflections clearly demonstrate dispositions that demonstrate respect & belief that all learners can achieve at high levels; narrative clearly demonstrates attitude of responsibility to support diverse learners in reaching full potential.	Reflection and narrative demonstrates deep and insightful dispositions that demonstrate respect & belief that all learners can achieve at high levels; narrative demonstrates unique ideas/perspective in supporting diverse learners in reaching full potential.
Poster	Images are inappropriate or there are no images. Layout is cluttered and not organized. Candidate clearly did not invest time in creating a professional presentation. Not professionally presented with multiple grammatical, spelling, or punctuation errors	Images are appropriate. Poster is presentable but could use more work in creating an engaging presentation. Professionally presented with some use of appropriate terminology. Some grammatical, spelling, or punctuation errors.	Images are appropriate. Layout is pleasing to the eye. Poster is organized and easy to read. Professionally presented with frequent use of appropriate terminology. No grammatical, spelling, or punctuation errors.	Images and layout represent extensive preparation. Poster is engaging and creative. Professionally presented with consistent use of appropriate terminology. No grammatical, spelling, or punctuation errors.
Presentation	Candidate is clearly not prepared or engaged.	Candidate reads from poster yet is still engaged; needs improvement in articulating main points.	Candidate is engaged; knows content of poster & is able to articulate main points.	Candidate is engaged and engaging with audience; clearly knows content of poster without reading from the poster & is able to quickly articulate main points.