



FAYETTEVILLE STATE UNIVERSITY SCHOOL OF EDUCATION

Department of Middle Grades, Secondary and Special Education

1. LOCATOR INFORMATION

Semester: Fall

Year: 2009

Credit Hours: 3

Course Number and Name: EDUC 610 -- Planning and Implementing
Instruction for Diverse Learners

Course Location & Meeting Time: Thursday, Butler, 6:00pm-8:50pm

Office Hours: By Appointment

Instructor: Dr. E. McNeill

Office Location: Butler Building, Rm. 262

Office Telephone: (910) 672-2467

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2. COURSE DESCRIPTION

This course helps students understand pluralism and the complexities of cultural backgrounds and how to use this knowledge successfully in the classroom. It appropriately describes seven critical microcultures to which students and teachers belong: class; ethnicity and race; gender; exceptionality; religion; language; and age. These microcultures form the foundation for understanding pluralism and multicultural education.

3. TEXTBOOK

Banks, J. (2006) Cultural Diversity and Education: Foundations, Curriculum, and Teaching (5th ed.)

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and

enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

4. SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK

The conceptual framework of the School of Education is reflected in this course and establishes a shared vision of its efforts in preparing educators to work effectively in P-12 schools. It defines the educator as a *Facilitator of Learning*, one who seeks to make the learning process accessible and one who enables learning to take place successfully. This presupposes that the educator is reflective and serves as a catalyst, stimulator, and motivator of the teaching for learning process. The conceptual framework defines the unit's vision which underscores the school's purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological, and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the music program. The themes of our conceptual framework are: (1) caring dispositions and ethical responsibility; (2) communication; (3) knowledgeable and reflective educators; (4) research and leadership; (5) respect for diversity and individual worth; (6) technological competence and educational applications; and (7) working with families and communities

5. STANDARDS

Graduate

Standard 1: Teacher Leadership
Teacher leaders assume the roles and responsibilities of collaborative leaders in schools and communities. Teachers demonstrate leadership in their classrooms, schools and professional organizations; they advocate for students and effective educational practices and policies; and they are role models for ethical leadership.
Teacher leaders will know and be able to:
• Demonstrate effective ongoing communication, collaboration, and team-building among colleagues.
• Facilitate mentoring and coaching with novice teachers.
• Set goals and establish priorities while promoting educational initiatives that positively affect student learning.
• Participate in professional learning communities.

Standard 2: Respectful Educational Environments
Teacher leaders model leadership by establishing a positive and productive environment for a diverse population of students, their families, and the community. Teachers are knowledgeable about cultures and global issues and how they are contextualized locally. Teachers help colleagues develop effective strategies for students with special needs. They encourage positive, constructive relations among colleagues and students.
Teacher leaders:

<ul style="list-style-type: none"> • Facilitate the development of inviting, respectful, supportive, inclusive, and flexible educational communities.
<ul style="list-style-type: none"> • Create collaborative partnerships with families, schools, and communities to promote a positive school culture.
<ul style="list-style-type: none"> • Facilitate and model caring and respectful treatment of individuals within the learning community.
<ul style="list-style-type: none"> • Demonstrate knowledge and understanding of diverse world cultures and global issues.
<ul style="list-style-type: none"> • Encourage high expectations for all students.
<ul style="list-style-type: none"> • Collaboratively design and implement curriculum and instruction that is responsive to learner differences.

<p>Standard 3: Content and Curriculum Expertise</p> <p>Teacher leaders have a deep knowledge of the subjects they teach and understanding of curriculum theory and development. They value collaboration and the interconnectedness of disciplines. They understand the importance of curriculum relevance in engaging students in content.</p>
<p>Teacher leaders:</p> <ul style="list-style-type: none"> • Demonstrate in-depth knowledge of curriculum, instruction, and assessment. • Model the integration of 21st century content and skills into educational practices. • Develop relevant, rigorous curriculum.

<p>Standard 4: Student Learning</p> <p>Teacher leaders facilitate student learning through evidence-based practice informed by research. They understand and apply research in child and adolescent development, cognitive development, and general and specialized pedagogy. They encourage critical reading, writing and thinking in the learning process. They foster instructional and evaluation methods that embrace variety and authenticity. They promote student reflection and self-assessment. They encourage colleagues and students to take on leadership roles and work in teams.</p>
<p>Teacher leaders:</p> <ul style="list-style-type: none"> • Seek out and use existing research to inform school practices. • Design action research to investigate and improve student learning and school policies and practices. • Model technology integration that supports student learning. • Critically analyze student and school performance data to determine needs and plan instruction that is rigorous, coherent, and substantiated within a theoretical and philosophical base.

<p>Standard 5: Reflection</p> <p>Teacher leaders contribute to systematic, critical analysis of learning in their classrooms and beyond. They are lifelong learners who model and support ongoing professional development. Teachers embrace critical thinking, problem solving, and innovation.</p>
<p>Teacher leaders:</p> <ul style="list-style-type: none"> • Promote an educational culture that values reflective practice. • Model the development of meaningful professional goals. • Model personal and professional reflection to extend student learning and school improvement.

Diversity

Diversity Standards Used in this Course	NCDPI Diversity Standards	Assessment(s)
x	1. Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners.	<ul style="list-style-type: none"> • Response to Discussion Questions • Student Presentations • Exam Essay • Classroom Attributes Assessment
x	2. Teachers understand how students' cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions.	<ul style="list-style-type: none"> • Response to text • Class discussion • Prompt Directed Response • Chapter Summaries and Presentations
x	3. Teachers work collaboratively to develop linkages with parents/caretakers, school colleagues, community members and agencies that enhance the educational experiences and well being of diverse learners.	<ul style="list-style-type: none"> • Group Discussion and Collaborative Project • Self-Assessment Project
x	4. Teachers acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.	<ul style="list-style-type: none"> • Response to Text • Self-Reflection • Student Presentation • Chapter Summaries and Class Presentation
x	5. Teachers of diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school and the advancement of educational equity.	<ul style="list-style-type: none"> • Self-Reflection Project • Student Presentation • Class Discussion • Prompt Directed Response
x	6. Teachers of diverse students are reflective practitioners who are committed to educational equity.	<ul style="list-style-type: none"> • Class Discussion • Student Presentation • Prompt Directed Response

6. GENERAL REQUIREMENTS and ASSIGNMENT DESCRIPTIONS

A. Regular Attendance and Completion of Assigned Readings

B. Students will complete three major products. Detailed discussion of the assignments will be provided in class.

1. Classroom Attributes Assessment-

Students will use a classroom rating scale as an observational tool to assess the characteristics of authentic motivation in their own classrooms. The observational assessment will be used to promote the five C's of Authentic Motivation as described by Kohn (1993). Students should be prepared to provide a prompt directed response as that indicates the results of the classroom assessment, reflective thought related to meeting the needs of diversified learners, and a subsequent plan of action. A rubric will be used to assess each response based on relevance,

development, and mechanical usage. The prompt directed response will be assigned as a midterm exam.

2. Summarization and Presentation of Assigned Chapters-

Each student will present an assigned textbook chapter to the class using a graphic organizer to create a framework for discussion. Key elements and ideas gleaned from the text should be included in the class discussion. Supporting ideas, individual reflection relevant to those ideas, and their significance to the instruction of diversified learners should be evident in the final product and oral presentation. Graphic Organizers can be downloaded at the following site:

<http://www.GraphicOrganizers.com>

3. Presentation: Teaching Challenging Subject Matter to Diversified Learners-

Students will use the Internet to access the study conducted by the National Center for Research (ERIC document):

Kennedy, M.M., Ball, D.L., & McDiarmid, G. W. (1993). A study Package for examining and tracking changes in teacher's knowledge. 160pgs.

Students will complete the following related activities for the assignment:

a. Using this source, students will download, read, and reflect on the research study related to the effective instruction of diversified learners.

b. Each student will select two academic areas (one related to Mathematics and one related to Writing) to develop an instructional plan for teaching a challenging academic goal to diversified learners using the findings of the study as a reference. A format for the written product will be provided and will include plans / strategies for utilizing technology to enhance student learning and assess student progress.

c. Students will demonstrate and discuss their instructional activity on an assigned presentation date. Students should be prepared to discuss the goal, method of instruction, guided practice activity, and method of assessment to the class. Presentations and written products will be graded using a rubric provided by the instructor in class.

d. Students will provide the instructor and each class member with a copy of the instructional planning form at the time of their presentation of the instructional activity. All elements of the planning form should be included in the written product and class presentation.

e. Students should be prepared to provide a prompt directed response on the final exam that demonstrates an understanding

of the instructional research study, and reflects the teacher's understanding of **it's** relevance to instructing diversified learners in their own classroom.

7. EVALUATION CRITERIA

Attendance and Class Participation	10%
Assignments:	
1. Classroom Assessment	20%
2. Chapter Summary and Presentation	20%
3. Academic Instructional Product and Presentation	20%
Midterm Exam: Prompt Directed Response	15%
Final Exam: Prompt Directed Response	<u>15%</u>
Total	100%

A = 93 – 100	B = 85 - 92
C = 77 – 84	D = 69 – 76
F= Below 69	

8. COURSE OUTLINE and ASSIGNMENT SCHEDULE

Date	Topic	Assignment Due
Week 1	Class Overview Discussion of Expectations & Course Objectives	Complete Classroom Attributes Assessment
Week 2	-Interactive Lecture- Understanding Diversity: Context and Concepts -Interactive Discussion: Classroom Attributes	Read Chapter 1 and 2
Week 3	-Continue Lecture-Understanding Diversity: Context and Concepts -Student Presentations: Chap. 1 and 2	Read Chapters 3 and 4
Week 4	-Continue Lecture- Understanding Diversity: Historical Foundations of Diversity -Student Presentations: Chap. 3 and 4	Read Chapter 5 and 6
Week 5	-Continue Lecture- Understanding Diversity: Historical Foundations of Diversity -Student Presentations: Chap. 5 and 6	Read Chapter 7 Access Research Study for Assignment 3
Week 6	-Continue Lecture- Understanding Diversity: Historical Foundations of Diversity -Student Presentation: Chap. 7 Discuss Expectations / Requirements for Exam	Prepare for Prompt Directed Response: Classroom Attributes Assessment
Week 7	MIDTERM EXAM	
Week 8	Semester Break	Begin Work on Assignment 3 Prepare for Chapter Presentations Read Chapters 8, 9 and 10
Week 9	-Interactive Lecture: Practical Applications and Methodologies Associated with Planning and Implementing Instruction for Diverse Learners	Read Chapters 11, 12, and 13

	-Student Presentations: Chap. 8, 9, and 10	
Week 10	-Lecture and Discussion: Practical Applications and Methodologies Associated with Planning and Implementing Instruction for Diverse Learners -Student Presentations: Chap. 11,12, and 13	Read Chapters 14 and 15
Week 11	-Student Presentations: Chap. 14 and 15 -Interactive Small Group Discussions- National Center for Research Study: Implications for Educators	Prepare to Present Assignment 3
Week 12	Student Presentations: Teaching Challenging Subject Matter to Diversified Learners	Prepare to Present Assignment 3
Week 13	Student Presentations: Teaching Challenging Subject Matter to Diversified Learners	Prepare to Present Assignment 3
Week 14	Student Presentations: Teaching Challenging Subject Matter to Diversified Learners	Students should be prepared to provide a prompt directed response (essay) related to assignments 2 and 3. <i>BLUE BOOK REQUIRED</i>
Week 15	FINAL EXAM Prompt directed response related to Project activities	

9. TEACHING STRATEGIES

This course will use a variety of instructional methods including lecture, web enhancement, discussion and projects.

10. UNIVERSITY POLICIES

Division of Student Affairs

Services for Students with Disabilities

<http://www.uncfsu.edu/studentaffairs/CFPD/cfdservices.htm>

Phone: 910.672.1222

The university continues to be sensitive to the identification of possible barriers to students with disabilities and attempts to make reasonable accommodations for these students. Students with physical disabilities who need assistance in utilizing university services should register with the Center for Personal Development as soon as they are admitted to the university.

11. REFERENCES:

Banks, C.A. (2005). Improving Multicultural Education. Teachers College Press, Columbia University.

Banks, J.A., & Banks, C.A.,M. (Eds.). (2004). Handbook of Research on Multicultural Education. (2nd Ed.). San Francisco: Jossey-Bass.

Banks, J.A., (Ed.). (2004). Diversity and Citizenship Education: Global Perspectives. San Francisco: Jossey-Bass.

Gay, G. (2000). Culturally Responsive Teaching: Theory, research, and practice. New York: Teachers College Press.

Ladson-Billings, G. (1994). The Dreamkeepers: Successful Teachers of African American children. San Francisco: Jossey-Bass.

Kennedy, M., Ball, D.L., and McDiarmid, G.W. (1993). Technical Series 93-1: Examining and Tracking Changes in Teachers' Knowledge. The National Center Research on Teacher Education. East Lansing, Michigan.

Smitherman, G. (2000). Talkin' that Talk: Language, Culture, and Education in America. New York: Routledge.

Stephan, W.G., & Vogt, W.P. (Eds.). (2004). Education programs for improving intergroup relations. New York: Teacher's College Press.

SELECTED BIBLIOGRAPHY of ON-LINE RESOURCES

<http://www.GraphicOrganizers.com>

[http:// www.casnet.org/library/culture/culture-aware.htm](http://www.casnet.org/library/culture/culture-aware.htm)

<http://www.ericdigest.org/pre/-924/divers.htm>

<http://www.curry.edschool.virginia.edu/go/secme/diverse.html>

<http://www.ncela.gwa.edu/pubs/classics/culture/sociocultural.htm>

<http://www.ncela.gwu.edu/pubs/classics/culture/identity.htm>

http://www.newhorizons.org/strategies/graphic_tools/dickinson_graphic.htm

<http://yiqid.lcsd.wednet.edu/svn/Organizers/organizers.htm>

<http://www.ku-crl.org/iei/sim/ceroutines.html>

<http://wwwnewhorizons.org/strategies/assess/hearne.htm>

<http://www.nccic.org/faqs/clrteaching.html>

<http://www.knowledgeloom.org/resources.jsp?location=6&tool=-&bpinterid=1110&spotlightid=1110>

<http://www.nwrel.org/cfc/frc/beyus10.html>

<http://www.cal.org/resources/faqs/index.html>

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

<http://learnweb.harvard.edu/alps/thinking/docs/rubicar.htm>