

George Mason University
College of Education and Human Development
Elementary Education

EDUC 301. Section 001 – Educating Diverse and Exceptional Learners

3 Credits, Spring 2019

Tuesdays 7:20- 10:00 p.m.

Thompson Hall L028

Fairfax Campus

Faculty

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Prerequisites/Corequisites: None.

University Catalog Course Description

Introduces psychological, sociological, educational, and physical aspects of diverse populations in today's schools for early and middle education. Emphasizes litigation and legislation pertaining to education of diverse populations. Notes: Requires school-based field experience during course.

Course Delivery Method

This course will be delivered using a lecture format and discussion format with the potential option of a few virtual online sessions.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Understand aspects of diverse populations regarding the educational setting including legislation and litigation.
2. Be able to access additional information about diverse populations so they can meet the needs of the students in their classes.
3. Examine broader issues related to diversity, inclusion, social justice, and multiculturalism in education.
4. Engage in critical and reflective discussions related to systemic-isms in education.
5. Create a safe, challenging and enriching environment for all students.

Professional Standards Upon completion of this course, students will have met the following professional standards:

InTASC Standards (The Interstate Teacher Assessment & Support Consortium):

- o Standard #2: **Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

- o Standard #3: **Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self- motivation.

Required Text

-Paris, D., & Alim, H. S. (Eds.). (2017). *Culturally sustaining pedagogies: teaching and learning for justice in a changing world.* New York: Teachers College Press.

Optional Text

-Gorski, P., & Pothini, S. G. (2018). *Case studies on diversity and social justice* (Second edition). New York: Routledge, Taylor & Francis Group.

all other readings will be available through the internet as listed below or on Blackboard. Details (and changes if any) will be provided in class and on Blackboard. See below for partial assignments.

Course Performance Evaluation

Students are expected to submit **all** assignments **on time** and in the manner outlined by the instructor on the **assigned due date** (Blackboard). Late assignments will receive reduced credit. All assignments will be posted and should be completed on Blackboard.

- No formal tests or quizzes
- Field Experience is required

Assignments

| Assignment | Due Date | Points |
|--|---|------------------------------|
| In-Class assignments: Three in-class assignments will each count 6 points. The dates are already selected, but only the instructor knows when they will take place. | | 18 |
| Participation: Being present in class and ready to be part of the discussion. | | 12 |
| Teach me something!: You want to be a teacher so here's your chance! Create and present information to our class on one of the approved topics related to student diversity. Approval and sign-up required. (List of potential topics, specific directions, and rubric on Blackboard). | Sign up Required During first three weeks | 15 |
| Multicultural Research Summaries: Read three current professional journal articles on cultural pluralism and/or culturally responsive teaching and be ready to discuss them in class. (Assignment details below and on Blackboard). | #1 on Feb 12 #2 on March 5 #3 on April 2 | 5 points per summary) |
| Professional Dialogue (teacher interview): Engage in a dialogue with a teacher around 5 topics to learn how this educator addresses the needs of diverse children. You will be required to share insights you | | 20 |

| | | |
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| have gained through your conversation, which reinforces or negates (from the teacher’s perspective) concepts learned in the course and complete a write up and reflection of the interview. (Assignment details below and on Blackboard). | | |
| Field experience: Field Experience & Reflection: Observe in a public school setting for a minimum of 10 hours to include a special education or regular education classroom. A reflection paper will be completed with instructions posted on Blackboard. Observations need to be done within the last 3 weeks of class. (Assignment details below and on Blackboard). | | 20 |
| | TOTAL | 100 |

Major Assignment Description:

In-Class assignments: Three in-class assignments will each count 6 points. The dates are already selected, but only the instructor knows when they will take place.

Class Participation (1 point per class): Active participation in whole-group and small-group interactions is a crucial element of this class. Your class participation grade will reflect the quality as well as the quantity of your participation. Such participation can only occur when you are **present, prepared and engaged**. That is, thorough preparation for the class through deep, critical reading and thinking is the key to fully engaged participation in discussions and activities during class. **Each week, you will complete readings, watch videos, explore websites, and/or complete mini-activities prior to the class meeting.** In this way, in-class discussions and activities will be an opportunity for you to share your thinking on the day’s topic(s) thoughtfully and reflectively. You must be present in class, prepared to participate, and engage actively to earn these points.

Be a Teacher for 15 Minutes (points): You want to be a teacher...here’s your chance! Create and present information to our class on a topic about **one** of the approved topics related to student diversity. This presentation will include involving peers in a brief, meaningful activity. Approval and sign-up required. (50 points: List of potential topics, specific directions, and rubric on Blackboard).

Multicultural Research Summaries (3 at 5 points each): Read three current professional journal articles on cultural pluralism and/or culturally responsive teaching and be ready to discuss them in class. Provide the following information for *each* source including proper references: 3 key concepts, 1 analytical paragraph showing connections and applications, 1 quote from each source worthy of class discussion, and 3 questions to spark discussion. Provide proper citation in APA-6 style for each article. You will need to annotate the article as you read to note connections, critiques, and/or questions/wonderings that you have. ***Please bring the annotated article in print or electronic form to class.***

Professional Dialogue/Interview with a Current Public School Teacher (20 points): Engage in a dialogue/interview around 5 topics with a current public school teacher to learn how this educator learns about and responds to the needs of diverse children. More details about the topics and interview construction will be given in class. Take detailed notes or record the interview. You will be required to share insights you have gained through your conversation which reinforces or negates (from the teacher’s perspective) concepts learned in the course. Please probe for examples to illustrate the teacher's comments. Provide the grade level and demographics of the students with whom this teacher works, the number of years this teacher has taught, and the scope of his/her experience.

Use the following format **for each of the 5 topics** of discussion. A. Write the open-ended question(s) and summarize the teacher's answer(s) (4 points); B. State one or two follow-up question(s) you asked and further knowledge you gained (4 points); C. Explain the insights that you gained related to what we have studied this semester in EDUC 301 (4 points); D. What questions did the interview generate about teaching and learning with this diverse population? (4 points); E. In a summary paragraph, for each topic, explain, in detail, what you think teachers must do to serve this diverse population with equity and excellence (4 points). Create a title page for your work. Use 1" margins and *Times New Roman* 12-point font. Single-space your work with double-spacing between major sections (A-E). Use consistent, bolded subheadings to organize your paper.

Field Experience & Reflection (20 points): Observe in a public school setting for a minimum of 10 hours. Make every effort to include an observation of a Professional Learning Community (PLC) meeting and a Special Education or IEP meeting, a 504 screening meeting, or a 504 Plan meeting. Other observation hours can be in a special education classroom and/or in an inclusive, regular education classroom. You will write a reflection paper based on this field experience. Please see Blackboard for specific directions and the rubric for this paper. We will discuss this assignment in class.

Field Experience must be requested as described in class by visiting <https://cehd.gmu.edu/teacher/internships-field-experience>. This site explains how to request placement as well as how to document your Field Experience hours and observations. It is required that you register by **February 15** (early requests are recommended). No placements will be honored after this firm date. Observations need to be done within the last 3 weeks of class.

Attendance

Attendance is **mandatory and required**. Attendance is directly tied to the class participation grade for this course. In the event that a class must be missed due to unavoidable extenuating circumstances, please communicate to the professor prior to the event or as soon as possible. Students without a serious, extenuating reason for missing a class will lose the participation points for that class session. Students who miss a class for any reason are responsible for obtaining pertinent notes/information/hand-outs from a classmate. **Students who miss more than 2 unexcused class sessions will receive a "one letter grade" deduction from the final grade in the course.**

Evaluation

Grades will be based on the completion of course requirements and on the scope, quality, and creativity of the assignments. Assignments will be awarded points as stated above. All assignments are due at the beginning of class. All assignments must be provided in the format required in class.

Note: More detailed descriptions of assignments will be given in class.

Grading

It is expected that all class assignments will be submitted on time to the correct location; therefore, **late assignments will not receive full credit**. Assignments turned in late will receive an automatic deduction of one letter grade making the highest possible score equivalent to 80% (B). All assignments must be submitted on the due date stated in class and should be submitted in the format outlined by the professor.

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| A+ | | 96-100 | 4.00 |
| A | | 90-95 | 4.00 |
| B+ | | 85-89 | 3.33 |
| B | | 80-84 | 3.00 |
| C+ | | 75-79 | 2.33 |
| C | | 70-74 | 2.00 |
| D | | 60-69 | 1.00 |
| F | | 0-59 | 0.00 |

Professional Dispositions

Students are expected to exhibit professional behavior and disposition at all times. The topics broached during this class can be difficult or uncomfortable for some. As adults, it is imperative that we can listen to the opinions of others in order to engage in meaningful conversations. Therefore, it is expected of every student and the instructor to treat everyone in the room with respect.

Use of computers/cell phones, etc. are limited in class to requests of the instructor for learning purposes. See <https://cehd.gmu.edu/students/polices-procedures/>

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- **Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.**

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>.
- Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.

Class Schedule

| Date | Topic | Readings and class activities | Assignments Due |
|---------|--|--|---|
| Class 1 | <ul style="list-style-type: none"> • Intro & Syllabus Review • Sympathy vs. Empathy • Intersectionality | <ul style="list-style-type: none"> • Sympathy vs. Empathy Video • Intersectionality Video | Jan 22 |
| Class 2 | <ul style="list-style-type: none"> • Brief History of Education • School accountability • ESEA to NCLB to ESSA | <ul style="list-style-type: none"> • *Sign up for Field Experience • Historical Timeline of Public Education in the U.S.: https://www.raceforward.org/research/reports/historical-timeline-public-education-us • From the Elementary and Secondary Education Act (ESEA) 1965 to No Child Left Behind (NCLB) 2001 to the Every Student Succeeds Act (ESSA) 2015: https://socialwelfare.library.vcu.edu/programs/education/elementary-and-secondary-education-act-of-1965/ • Every Student Succeeds Act (ESSA) 2015: • https://www.ed.gov/essa?src=rn • VDOE School Quality Profiles: • http://schoolquality.virginia.gov | Jan 29 Sign up for field experience by Feb 19 |
| Class 3 | <ul style="list-style-type: none"> • Ableism • IDEA: impact, categories • Special Education • Intro to Learning Disabilities | <ul style="list-style-type: none"> • Summary example • IDEA: https://sites.ed.gov/idea/about-idea/ • National Center for Education Statistics: Children and Youth with Disabilities: https://nces.ed.gov/programs/coe/indicator_cgg.asp • National Center on Educational Outcomes: • https://nceo.info/ • Special Education Guide: • https://www.specialeducationguide.com/disability-profiles/other-health-impairment/ • Reading(s) (on Blackboard): <ul style="list-style-type: none"> ○ The Legal History of Special Education | Feb 5 Sign up for field experience by Feb 19 |

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| | | <ul style="list-style-type: none"> ○ Categories of Disabilities under IDEA (NICHCY 2012) | |
| Class 4 | <ul style="list-style-type: none"> • Special Education Eligibility • Overview of IEP/504 • Intro to Autism and Other Health Impaired | <ul style="list-style-type: none"> • LD online – Educators’ guide to learning disabilities and ADHD: http://www.ldonline.org • National Institute of Mental Health (NIMH): • https://www.nimh.nih.gov/health/topics/autism-spectrum-disorders-asd/index.shtml • Reading(s) (on Blackboard): • VDOE Special Education Process • Understanding the Differences: IEP vs. 504 • Plan • Creating Culturally Responsive Literacy • Programs in Inclusive Classrooms | <p>Feb 12 Teach me something! 15 minutes – 5 presentations.</p> <p>First summary due.</p> |
| Class 5 | <ul style="list-style-type: none"> • MTSS & PBIS • UDL | <ul style="list-style-type: none"> • Multi-Tiered System of Support (MTSS) & Positive Behavioral Interventions & Supports (PBIS): • https://www.pbis.org/school/mtss • Reading(s) (on Blackboard): | <p>Feb 19</p> <p>Teach me something! 15 minutes – 5 presentations.</p> |
| Class 6 | <ul style="list-style-type: none"> • Gifted Education • Discrimination and Disparities in Gifted Ed | <ul style="list-style-type: none"> • National Association for Gifted Education: • https://www.nagc.org/resources-publications/gifted-education-practices • Reading(s) (on Blackboard): • Culturally and Linguistically Diverse Students in Gifted Education: Recruitment and Retention Issues • 6 Myths of Gifted Education that Lead to Overlooking Talented Minority Students • Meeting Linguistic Needs of High-Potential ELs | <p>Feb 26 Teach me something! 15 minutes – 5 presentations.</p> |
| Class 7 | <ul style="list-style-type: none"> • Multicultural Education • Culture, Language & Identity • Cultural Pluralism | <ul style="list-style-type: none"> • Definitions of Multicultural Education: • http://www.nameorg.org/definitions_of_multicultural_e.php • Reading(s) (on Blackboard): • Re Imagining Multicultural Education • Recap of Luis Moll’s Research on Funds of Knowledge • Fostering Family-School Connections with Diverse Populations | <p>Mar 5</p> <p>Second summary due.</p> |
| Class 8 | <ul style="list-style-type: none"> • Bilingual Education • Serving Els • Dually Identified Students | <ul style="list-style-type: none"> • Lau v. Nichols • https://www.oyez.org/cases/1973/72-6520 • Plyler v. Doe • https://www.americanimmigrationcouncil.org/research/plyler-v-doe-public-education-immigrant-students • Castañeda v. Pickard • https://study.com/academy/lesson/castaneda-v-pickard-decision-impacts.html | <p>Mar 19</p> |

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| | | <ul style="list-style-type: none"> • Colorin Colorado – A Bilingual Site for Educators and Families of English Language Learners: http://www.colorincolorado.org/ • Reading(s) (on Blackboard): • WIDA Standards (skim) • The Teachers ELs Need | |
| Class 9 | <ul style="list-style-type: none"> • Racial And Ethnic Minorities • Or Students of Color | <ul style="list-style-type: none"> • Student 6 • Racial/Ethnic Enrollment in Schools: • https://nces.ed.gov/programs/coe/indicator_cge.asp • Teaching Tolerance: • https://www.tolerance.org/magazine/when-educators-understand-race-and-racism • Reading(s) (on Blackboard): • Disproportionality in Disciplinary Action in Public Education (2012) • Teaching Tolerance – Let’s Talk! (2017) • Social Justice Standards: The Teaching • Tolerance Anti-Bias Framework | Mar 26 |
| Class 10 | <ul style="list-style-type: none"> • Virtual class • Socio Economic class and learning. | <ul style="list-style-type: none"> • Online Assignment/Discussion Board • National Center on Universal Design for Learning: http://www.udlcenter.org/aboutudl (watch video re UDL) • Reading(s) (on Blackboard): • The Trouble with the “Culture Deficit Model” • CREDE’S Five Standards of Effective Pedagogy • UDL with ELs | Apr 2 Third summary due. |
| Class 11 | <ul style="list-style-type: none"> • Virtual Class • Religious Diversity • Political Diversity • Global competence | <ul style="list-style-type: none"> • Reading(s) (on Blackboard): • Religious Diversity in Schools: Addressing the Issues • Politics in the Classroom: How Much is Too Much? • How to Be a Global Thinker (Boix Mansilla, 2016/17) • Four Strategies for Teaching Open- Mindedness (Merryfield, 2012) ○ | Apr 9 Work on Professional Dialogue/Teacher Interview—due next week. |
| Class 12 | <ul style="list-style-type: none"> • Gender • LGBTQ+ • Guest Lecturer... | <ul style="list-style-type: none"> • LGBT Inclusive Curriculum: • https://www.glsen.org/educate/resources/curriculum • Teaching Tolerance: • https://www.tolerance.org/topics/gender-sexual-identity (Let’s Talk! Webinars) • Inspiring the Future: Redraw the Balance • https://www.youtube.com/watch?v=qv8VZVP5csA • Proposed Gender Equity in Education Act of 2017 • (https://www.govtrack.us/congress/bills/115/s1421) • Gender Equity in the Classroom: • https://www.edutopia.org/blog/gender-equity-classroom-rebecca-alber • Reading(s) (on Blackboard): • Schools Address Gender Inclusion to Ensure All Students Can Learn | Apr 16 Professional Dialogue/Teacher interview due. Print and bring hard copy to Class. |

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| | | <ul style="list-style-type: none"> • Gender Equity in Education Data Snapshot – USDOE & OCR 2012 | |
| Class 13 | <ul style="list-style-type: none"> • Trauma • Bullying | <ul style="list-style-type: none"> • National Education Association (NEA) – Teaching Students to Prevent Bullying: http://www.nea.org/tools/lessons/teaching-students-to-prevent-bullying.html • Edutopia: Students Standing Up to Bullying and Hate: https://www.edutopia.org/blog/standing-against-bullying-not-in-our-schools-suzie-boss • Not in Our Town/Not in Our Schools: • https://www.niot.org/nios/about | <p>Apr 23</p> <p>Work on Field Experience Reflection—due next class.</p> |
| Class 14 | | <ul style="list-style-type: none"> • Teaching at the Intersections: • https://www.tolerance.org/magazine/summer-2016/teaching-at-the-intersections | <p>Apr 30</p> <p>Field Experience Reflection due.</p> |

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

