

**George Mason University
College of Education and Human Development
Elementary Education**

**EDUC 301- 002 Educating Diverse and Exceptional Learners
3 credits, Spring 2022
Face to face, Thompson Hall 2022, January 24th – May 8th, 2022**

Faculty

Name: Joanna Newton, Ph.D.

Office Hours: By Appointment (virtual only, please use email to arrange)

Email Address: jnewton6@gmu.edu

Prerequisites/Co-requisites

None

University Catalog Course Description

Introduction to educational issues; not applicable in graduate-level teacher education programs. 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.

Note: Requires school-based field experience during course. (For Spring 2022, field-experience may be video based via Mason Teaching Channel, free access for Mason students via directions provided on Blackboard).

Please be aware of and follow all policies and procedures for Mason's Safe Return to Campus: <https://www2.gmu.edu/Safe-Return-Campus>

Course Overview

This course provides an introduction to the sociocultural factors (e.g., race, ethnicity, religion, language, gender, sexual orientation, socioeconomic status) intersect to shape cultural identity and influence the educational experience of culturally and linguistically diverse and exceptional learners. Laws and policies that affect education along with instructional approaches and strategies that value diverse learners through a strengths-based lens and support inclusive classrooms are explored. This course provides a springboard for deeper learning around these critical topics.

Course Delivery Method

This course will be delivered in person. You will access course readings, required assignments and other course materials on Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email

name (everything before @masonlive.gmu.edu) and email password. The course site will be available on **Monday, January 24, 2022 at 5:00 p.m. EST.**

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
- To get a list of supported operation systems on different devices see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player:
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
Our course week will begin on the day that our face-to-face meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:

Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- **Technical Issues:**
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:**
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities, and assignments due.
- **Instructor Support:**
Students may schedule a one-on-one meeting to discuss course requirements, content, or other course-related issues. The instructor is available to meet via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Accommodations:**
Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

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):

- **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.
- **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.

CAEP 2018 K-6 Elementary Teacher Preparation Standards:

- **Standard #1: Understanding and Addressing Each Child’s Development and Learning Needs.** Candidates use their understanding of child growth and development, individual differences, and diverse families, cultures, and communities to plan and implement inclusive learning environments that provide each child with equitable access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work collaboratively with families to gain a holistic perspective on children’s strengths and needs and how to motivate their learning.
- **Standard #5: Developing as a Professional.** Candidates promote learning and development of every child through participation in collaborative learning environments, reflective self-study and professional learning, and involvement in their professional community.

Required Texts

Nora, J., & Echevarria, J. (2016). *No more low expectations for English learners*. Heinemann. ISBN: 978-0-325-07471-9

All additional readings and media material for the course will be available through links and PDFs on Blackboard under Course Content.

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**. Late assignments will receive reduced credit. All assignments will be posted in Blackboard. You are asked to engage deeply with the course content, to take risks in your thinking, and to listen to and learn from your classmates.

- **Assignments:**

Assignment	Due Date	Points
Class Participation: The class participation grade will reflect the quality as well as quantity of your participation. Satisfactory participation requires that you are engaged each week during class discussions and complete ALL learning tasks/assignments in a thorough, thoughtful, and timely way.	Ongoing	150 (10 points per class)
Teacher Journal Article Responses (2): Twice during the course, you will select, read, and respond to a journal article from a variety of prominent practitioner journals focused on various topics associated	TJAR #1 Due 2/16/22	50

<p>with effectively teaching diverse learners in inclusive classrooms. These articles will introduce you to reading relevant professional journals as a way to pursue your own professional development and lifelong learning as a practicing teacher. (Assignment details below and on Blackboard).</p>	<p>TJAR #2 Due 3/9/22</p>	<p>(25 points per response)</p>
<p>Be A Teacher for 15 Minutes: Collaborate with a peer to create and share a multimedia presentation on one of the approved topics related to student diversity. (List of potential topics, specific directions, and rubric on Blackboard. Multimedia Presentation format must be compatible with Blackboard).</p>	<p>Presentation Dates: 3/2/22-4/13/22 *sign-up in class for date of your choice</p>	<p>50</p>
<p>Professional Dialogue w/Future Teacher Self: Thinking as a future teacher, share responses to 4 questions about 4 topics connected to learning in EDUC 301. Through this “interview” with your future teacher self, you will share the knowledge, dispositions, and insights gained around working with diverse and exceptional learners and their families in your future classroom/school. (Assignment details below and on Blackboard).</p>	<p>Due 4/20/22 OR 4/27/22 *select the due date of your choice</p>	<p>100</p>
<p>Field Experience & Reflection: Observe in a public-school setting for a minimum of 15 hours. At least one observation must be done in a fully inclusive classroom (e.g., with students receiving special education services and ELs). Other observations may include self-contained classrooms that serve students with disabilities (e.g., classrooms for students with autism, classrooms for students with severe disabilities) and/or an ESOL classroom (can be an ESL class taught by ESOL teacher, a content class with ELs taught by general ed teacher, or a co-taught classroom with ESOL and content teacher). A reflection paper will be completed with instructions posted on Blackboard. Observations need to be completed by the last 3 weeks of class. (Assignment details below and on Blackboard).</p> <p>Should it not be possible to complete 15 hours of observation in a school setting due to Covid restrictions, you will view various videos from instructor-selected options via Mason Teaching Channel and other educational websites. A reflection paper that makes connections between learning in EDUC 301 and the video observations will be completed. The videos provide a glimpse into optimal instructional environments in fully inclusive classrooms (e.g., with students receiving special education services and ELs) as well as ESOL classrooms (e.g., taught by an ESOL teacher or a content class with ELs taught by general ed teacher). (Assignment details below and on Blackboard).</p>	<p>Due 5/4/22</p>	<p>100</p>

- **Major Assignment Descriptions:**

Class Participation (10 points for 15 weeks): Active participation in learning activities during weekly class sessions is a crucial element of this class. Your class participation grade each week will reflect the quality of your participation. Such participation can only occur when you are **present, prepared and engaged** in class learning activities. **It is your responsibility to complete readings, watch videos, explore websites, etc. in preparation for each class.** All required learning tasks are posted on Blackboard, organized into class session folders under Course Content. Each class session folder contains all required tasks that must be completed in preparation for that class. It is your responsibility to complete and submit all required assignments by the due dates.

To be successful and enjoy your learning experience, it is recommended that you create a learning schedule that allows you to engage with course readings and other required tasks at multiple points throughout each week. It is not advised to access course content *once or twice and/or wait until the weekend to engage with the content and complete learning activities.* Quality engagement each week means giving yourself time to explore the content deeply, think critically, and come to class prepared to share your thoughts and responses with your peers via respectful dialog and other learning activities.

Be a Teacher Presentation (50 points): You will practice collaboration skills by working with a peer to create a 15-minute multimedia, presentation about **one** of the approved topics related to teaching and learning with exceptional and diverse learners. This multimedia presentation will include a brief, meaningful activity to engage your peers around the content/topic. You and your partner will share your presentation in class. Everyone will view and respond respectfully peers' presentations. Topic approval and sign-up required. (List of potential topics, specific directions, and rubric on Blackboard, under Major Assignments: Teacher Journal Article Responses).

Teacher Journal Article Response (2 at 25 points each): Read two current professional practitioner journal articles on topics related to effectively teaching diverse and exceptional learners in inclusive classrooms. Article choices are organized into the following folders:

- Teaching Learners with Special Needs
- Teaching English Learners
- Creating Culturally Responsive Teaching and Learning Environments.

You will select **one** article from these folders at two points during the semester **without selecting two articles from the same folder.** Using a graphic organizer template, you will provide the following information for *each* article:

- 3 key concepts
- 1 analytical paragraph showing connections and applications
- 1 quote from each source worthy of class discussion

- 3 questions to explore in the future.

Provide proper citation in APA-7 style for each article. Please note your connections, critiques, and/or questions/wonderings as you read each journal article so that you will be prepared to complete the graphic organizer.

Professional Dialog with Future Teacher Self (100 points): In this major assignment, you will have a chance to apply and share the knowledge, disposition, and skills that you have gained in EDUC 301 in a creative way by conducting an interview with your future teacher self. You will provide thoughtful, paragraph-level responses to 4 questions each around 4 key topics in EDUC 301.

For this assignment, you will imagine that it is 5 years into the future, and you are being asked to share your knowledge, philosophy, and vision for working with diverse and exceptional learners and their families with equity and excellence.

You will **answer a set of 4 questions for 4 different topics related to EDUC 301**. You will also generate questions of your own to demonstrate that you are a reflective practitioner who is inquisitive and curious to learn more about effective teaching.

The 4 topics for the dialog/interview are:

- Working with English Learners (ELs)
- Working with ELs who are Dually Identified for Special Education Services
- Working with Students with Individualized Education Plans (IEPs) in Inclusive Classrooms
- Working with the Parent(s)/Guardian(s)/Families of Diverse & Exceptional Learners

Tips for success with this assignment:

- Throughout the course, keep notes in a way that makes sense to you about key understandings around these four topics.
- Jot your thoughts about why these key understandings are important to your practice as a future educator of diverse and exceptional learners. These notes will be helpful to you when you begin to answer the specific questions for each of the four topics. These specific questions will be available to you on Blackboard at the beginning of the course.

Your answers to **each set of four questions for each of the 4 topics** is worth 25 points (25 x 4 = 100 points). **You will be graded holistically**. Specific criteria for evaluation and the questions for each topic are in Blackboard, under Major Assignments: Professional Dialogue with Future Teacher Self.

Paper Specifics: Create a title page for your work. Use 1” margins and *Times New Roman* 12-point font. Please use single-spacing with double-spacing between each question and between major topics. Include page numbers. Please include the headings for each of the 4 major topics in your paper. Be sure to include each question in each section above your answer.

Field Experience & Reflection (100 points): This major assignment is based on observations you will conduct in your field placement site. A minimum of 15 hours of observations is required. At least one observation must be done in a fully inclusive classroom (e.g., with students receiving special education services and ELs). Other observations may include classrooms that serve students with disabilities (e.g., classrooms for students with autism, classrooms for students with severe disabilities) and/or an ESOL classroom (can be an ESL class taught by ESOL teacher, a content class with ELs taught by general ed teacher, or a co-taught classroom with ESOL and content teacher). Make every effort to include an observation of a Professional Learning Community (PLC) or Collaborative Learning Team (CLT) meeting, a Special Education or IEP meeting, a 504 screening meeting, or a 504 Plan meeting. You will write a reflection paper based on **three** of your observation experiences in your field site placement. You will need to take careful, detailed notes during each observation that you can refer to as you write your paper. Of course, since you are spending 15 hours doing observations, you will complete more than three observations, but you will reflect on and write about **three** of the observation experiences. Again, one of these must be the observation in a fully inclusive classroom. See Blackboard for specific directions and the rubric for this paper. We will discuss this assignment in class. Observations need to be done by the last 3 weeks of class.

Should it not be possible to complete 15 hours of observations in your field placement site due to Covid restrictions, you may view and reflect on a variety of instructor-selected video options via Mason’s Teaching Channel and/or other educational websites that portray optimal instructional environments for diverse PK-12 learners. **You will need to set up a Mason Teaching Channel account and will be provided with explicit directions on Blackboard for doing that.** You will respond to **three** instructor-selected videos and **one** video from options that the instructor will provide. These videos provide a glimpse into optimal instructional environments in fully inclusive PK-12 classrooms (e.g., with students receiving special education services and ELs) as well as ESOL classrooms (e.g., taught by an ESOL teacher or a content class with ELs taught by general ed teacher).

In your reflection paper, you will make connections between learning in EDUC 301 and the field placement or video observations. That means that you will need to take careful, detailed notes as you conduct observations or view the videos that you can refer to as you write your paper.

You will answer a set of questions for EACH of the three observation experiences or for EACH of the four video observations. These questions will invite you to reflect thoughtfully on what you observe and to anchor your thinking and assertions in your reflections to learning from EDUC 301, other education courses (if applicable), and any relevant experiences of your own in schools as a teacher education student and/or as a former PreK-12 student.

For each field experience observation or each video observation, you will answer ALL of the questions in a clear, detailed way using academic-style language. You should write one or two well-written paragraphs for each of the questions for each observation.

You are aiming to write thoughtful, reflective answers that demonstrate that you are thinking deeply about connections to what you have learned in EDUC 301. You are welcome to make relevant connections to other education courses and/or your own experiences, but **you must make clear, well-explained connections to learning from EDUC 301.**

Your answers to *each set of questions for each of the 4 video observations* is worth 25 points (25 x 4 = 100 points). **You will be graded holistically.** Detailed directions and evaluation criteria for both field placement observation and video observations are in Blackboard under Major Assignments: Field Experience Reflection Paper.

Paper Specifics: Create a title page for your work. Use 1” margins and *Times New Roman* 12-point font. Please use single-spacing with double-spacing between each question in each set and between video observations. Include page numbers. Please list observation dates, times, and location (e.g., classroom, meeting, etc.) or the titles of the videos addressed in your paper. Be sure to include each question from each set of questions above your responses to each observation.

- **Participation/Attendance Policy**

Attendance is mandatory and required. Attendance is directly tied to the class participation grade for this course. If 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. The instructor may require make-up work for unavoidable absences. **Students with more than 2 unexcused class sessions will receive “one letter grade” deduction from the final grade in the course.**

- **Grading Scale**

A+	=100	4.00
A	94-99	4.00
A-	90-93	3.67
B+	85-89	3.33
B	80-84	3.00
C	70-79	2.00
D	60-69	1.00
F	<59	0.00

It is expected that all class assignments will be submitted on time to the correct location on Blackboard. Therefore, **late assignments will not receive full credit. Assignments turned in late will receive an automatic deduction of one letter grade for each day of lateness.** All assignments must be submitted on the due date stated in the syllabus and must be submitted in the format outlined by the instructor.

Specific Assignments	Point Values
Class Participation	150 points
Be a Teacher Presentation	50 points
Teacher Journal Article Response (25 points each)	50 points
Professional Dialogue w. Future Teacher Self	100 points
Field Experience Reflection	100 points
	450 Points

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

Class Schedule

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

All print-based and links to online texts, videos and other resources will be available on Blackboard.

Class Session & Date	Topics	Required Readings & Resources ON BLACKBOARD	Due FOR Class
Session 1 1/26/22	Introduction Syllabus Review Intersectionality	Community Building Syllabus Review Introduction to Intersectionality: <ul style="list-style-type: none"> • <i>In class</i> we will view a video on intersectionality • <i>In class</i> we will read and discuss “Teaching at the intersections” (Bell, 2016) 	Have access to the following for class: Course Syllabus “Teaching at the intersections” article
Session 2 2/2/22	Creating Inclusive Classrooms	Creating Inclusive Classrooms: <ul style="list-style-type: none"> • Review IRIS Center Module: Classroom Diversity and complete pages 1-6 of Perspectives and Resources 	Complete all readings and review all resources in Session 2 folder on Blackboard.

	<p>Connecting with Diverse Families</p>	<p>Parent-Teacher Collaboration in Special Education:</p> <ul style="list-style-type: none"> • Read “Understanding the concerns of parents of students with disabilities” (<i>Reading Rockets</i>) • Review Virginia Department of Education Special Education Guide for Parents <p>Connecting with Diverse Families:</p> <ul style="list-style-type: none"> • Read “Getting to know ELLs’ families” (Breiseth, L., 2016). • Review “Best practices for serving ELLs and their families” (<i>Learning for Justice</i>) <p>What’s Inclusion All About?</p> <ul style="list-style-type: none"> • Select an article to read and discuss in class: <ul style="list-style-type: none"> ○ “Building inclusive schools for children of all abilities” (Eredics, 2015) ○ “Inclusion vs. special education classrooms” (Csillag, 2014) ○ “Strengths-based approach to teaching” (deBros, 2015) <p>(You do not have to read the article prior to class; however, you will need access to it)</p> <p>* Assignment Overview in Class: Teacher Journal Article Responses</p>	
<p>Session 3 2/9/22</p>	<p>Brief History of Education: (Civil Rights Act 1964; Bilingual Education Act 1968; Equal Educational Opportunities Act 1974)</p>	<p>History of Education:</p> <ul style="list-style-type: none"> • Review historical Timeline of Public Education in the U.S • Read overview: From the Elementary and Secondary Education Act (ESEA) 1965 to No Child Left Behind (NCLB) 2001 to Every 	<p>Complete all reading and review all resources in Session 3 folder on Blackboard.</p>

	<p>Impact of IDEA</p> <p>School Accountability ESEA to NCLB to ESSA</p>	<p>Student Succeeds Act (ESSA) 2015</p> <ul style="list-style-type: none"> View videos re: ESSA from <i>Education Week</i> and <i>Education Trust</i> Overview of EEOA <p>Individuals with Disabilities Education Act (IDEA):</p> <ul style="list-style-type: none"> Read about IDEA Act: Purpose and History Review US Dept of Ed. IDEA website <p>School Accountability:</p> <ul style="list-style-type: none"> Have access to article: “Local district’s settlement with US Dept of Justice.” (You do not need to read this prior to class; however, you will need to access it during class). <p>*Assignment Overview in Class: Be a Teacher Presentations (assignment overview, partner selection, sign-up for presentations)</p>	
<p>Session 4 2/16/22</p>	<p>Impact of IDEA Categories of Disabilities under IDEA Other Health Impairment (OHI)</p>	<p>Individuals with Disabilities Education Act (IDEA):</p> <ul style="list-style-type: none"> Read about the Rehabilitation Act of 1973, Section 504 Read about the Americans with Disabilities Act of 1990, Title II Become familiar with the Office of Special Education & Rehabilitative Services (OSERS) Read about Free and Appropriate Public Education (FAPE) for all children Explore IDEA-Related Centers 	<p>Complete all readings and review all resources in Session 4 folder</p> <p>Teacher Journal Article Response #1 – DUE</p>

		<ul style="list-style-type: none"> • Become familiar with key Special Education terms <p>Categories of Disabilities:</p> <ul style="list-style-type: none"> • Read about the Categories of Disabilities under IDEA (NICHCY 2012) • Explore the National Center for Educational Statistics: Children and Youth with Disabilities site <p>Read about implications for FAPE: Endrew F. vs Douglas County School Board (March 2017)</p> <p>Explore the Center for Parent Information and Resources (CPIR)</p> <p>*Assignment Overview in Class: Professional Dialogue with Future Teacher Self</p>	
Session 5 2/23/22	<p>Special Education Eligibility: Least Restrictive Environment (LRE)</p> <p>Overview of IEP/504</p> <p>Response to Intervention (RTI); MTSS & PBIS</p> <p>Learning Disabilities: Dyslexia, Autism Spectrum Disorder, ADHD</p>	<p>Special Education Eligibility:</p> <ul style="list-style-type: none"> • Read online resources about Least Restrictive Environment (LRE) • Explore resources about Individualized Education Plans (IEPs) • Review difference between IEPs and 504 Plans • View MTSS Graphic • Watch videos: Academic Success for all Students and Supporting Behavioral Needs <p>Learning Disabilities: Understanding Dyslexia:</p> <ul style="list-style-type: none"> • Watch videos Understanding Dyslexia and Dyslexia in Different Languages • Read an Improving Literacy Brief of your choice <p>Understanding Autism:</p>	Complete all readings and review all resources in Session 5 folder

		<ul style="list-style-type: none"> • Read about Autism Spectrum Disorder • Explore evidence-based practices for supporting students with Autism <p>Understanding ADHD:</p> <ul style="list-style-type: none"> • Read about Attention Deficit Hyperactivity Disorder <p>*Assignment Overview in Class: Field Experience and Reflection</p>	
Session 6 3/2/22	<p>Assistive Technology with Exceptional Learners</p> <p>Using Digital Tools to Support ELs' Literacy & Language Development</p>	<p>Assistive Technology with Exceptional Learners:</p> <ul style="list-style-type: none"> • Explore the Center on Technology and Disability (CTD) • Explore websites for learning about assistive technology: Understood and Reading Rockets • Read “Assistive technology for reading” (<i>Reading Rockets</i>) • Explore and engage in the IRIS Center Module on Assistive Technology <p>Tech Tools to Support ELs Literacy & Language Development:</p> <ul style="list-style-type: none"> • Read blog from International Literacy Association (ILA) • Explore resources on Colorin Colorado site 	<p>Complete all readings and review all resources in Session 6 folder.</p> <p>Be a Teacher Presentations (2)</p>
Session 7 3/9/22	<p>Foundations of Effective Instruction for ELs</p> <p>Intro to World Class Instructional Design & Assessment (WIDA) &</p>	<p>Foundations of Effective Instruction for EL's:</p> <ul style="list-style-type: none"> • Read pages 1-17 of <i>No more low expectations for English learners</i> (Nora, & Echevarria, 2016) *required text • Read “Isn't CRT just good teaching?” (Au, 2009) • Read EITHER: <ul style="list-style-type: none"> ○ “Culturally responsive literacy instruction in 	<p>Complete all readings and review all resources in Session 7 folder.</p> <p>Be a Teacher Presentations (2)</p>

	<p>English Language Development Standards-- in connection to Virginia Standards of Learning (SOLS)</p>	<p>inclusive classrooms” (Shealey & Callins, 2013) OR</p> <ul style="list-style-type: none"> ○ “Culturally responsive strategies to support young children with challenging behavior” (Price & Steed, 2016) <p>World Class Instructional Design and Assessment (WIDA) and VA SOLS:</p> <ul style="list-style-type: none"> • Explore WIDA website and resources • Read pages 1-12 of WIDA Amplified Framework • Explore the Virginia Department of Education Website section on English as a Second Language: <ul style="list-style-type: none"> ○ Standards ○ Instruction ○ Professional Organizations ○ Parent Resources 	<p>Teacher Journal Article Response #2 DUE</p>
<p>Session 8 3/16/22</p>	<p>SPRING BREAK: NO CLASS</p>		
<p>Session 9 3/23/22</p>	<p>Introduction to Culturally Responsive Pedagogy</p> <p>Sociocultural Perspectives on Learning: Intersection of Culture, Language, & Identity</p> <p>More on WIDA and Intro to the SIOP Model</p>	<p>Culturally Responsive Pedagogy:</p> <ul style="list-style-type: none"> • Watch two videos on culturally responsive pedagogy • Explore Edutopia website • Review principles of culturally relevant teaching on Brown University’s Alliance website <p>Developing Cultural Competencies:</p> <ul style="list-style-type: none"> • Read pages 18-35 in <i>No more low expectations for EL’s</i> text • Read pages 15-28 of Brown University’s Leading with Diversity Part II: Culture <p>The SIOP Model:</p> <ul style="list-style-type: none"> • View video on using SIOP Model to link content learning and language development 	<p>Complete all readings and review all resources in Session 9 folder.</p> <p>Be a Teacher Presentations (2)</p>

		<ul style="list-style-type: none"> • Explore the Center for Applied Linguistics SIOP website • Review WIDA Guiding Principles of Language Development • Become familiar with WIDA Can-Do Descriptors 	
Session 10 3/30/22	<p>TESOL’s 6 Principles for Effective Teaching of EL’s Universal guidelines from research on language pedagogy & language acquisition theory</p> <p>Education & ELs: Federal & State Laws & Policies guiding Education for ELs</p>	<p>The 6 Principles for Exemplary Teaching of English Learners:</p> <ul style="list-style-type: none"> • Learn about the 6 principles of exemplary teaching of EL’s • Explore professional organizations to support your instruction of EL’s <p>Educational Legislation and EL’s:</p> <ul style="list-style-type: none"> • Review US Dept of Justice Fact Sheets/Reminders about Rights of EL’s • Read about landmark U.S. Supreme Court Cases: <ul style="list-style-type: none"> ○ Lau v. Nichols ○ Plyler v. Doe ○ Castañeda v. Pickard • Review ColorinColorado for overviews of laws and policies to support EL education as well as links to information about bilingual education 	<p>Complete all readings and review all resources in Session 10 folder.</p> <p>Be a Teacher Presentations (2)</p>
Session 11 4/6/22	<p>Dually Identified Students: Language Learning & Language Difference vs. Learning Disability</p> <p>Gifted Education: Discrimination and disparities</p>	<p>Special Education & ELs:</p> <ul style="list-style-type: none"> • Read pages 37-75 of <i>No more low expectations for English learners</i> • Read “Separating difference from disability” (Collier, 2010) • Read “Disproportionate representation of culturally and linguistically diverse students in special education” (<i>ColorinColorado</i>) • Read” The over-and under-identification of EL’s in special Education” (<i>ColorinColorado</i>) 	<p>Complete all readings and review all resources in Session 11 folder.</p> <p>Be a Teacher Presentations (2)</p>

	<p>in Gifted Identification; New Perspectives on Giftedness; Twice exceptional learners— Gifted learners with disabilities</p>	<ul style="list-style-type: none"> • Review Colorado resources for supporting dually identified EL’s • Review and download resources for future reference: <ul style="list-style-type: none"> ○ VDOE Handbook for Educators of EL’s with Suspected Disabilities ○ IES Brief Supporting EL’s with Learning Disabilities <p>Gifted Education:</p> <ul style="list-style-type: none"> • Read “Meeting the linguistic needs of high potential English language learners” (Pereira & de Oliveira 2015) • Read “Identifying gifted children” (<i>National Association for Gifted Children website</i>) • Read the Position Statement from National Association for Gifted Children: Identifying and Serving Culturally and Linguistically Diverse Gifted Students • Review information on twice-exceptional children from Understood website <p>View videos:</p> <ul style="list-style-type: none"> • Science and Language Learning in a Second Grade Classroom • Content and Language Learning with Adolescent EL’s 	
<p>Session 12 4/13/22</p>	<p>Universal Design for Learning (UDL)</p> <p>Teaching for Global Competence</p>	<p>Universal Design for Learning:</p> <ul style="list-style-type: none"> • Explore CAST website and view UDL at a Glance video • Complete IRIS Module: Creating a Learning Environment that Challenges and Engages All Students • Read “Universal design for learning” (Lopes-Murphy, 2012) (optional) 	<p>Complete all readings and review all resources in Session 12 folder.</p>

		<p>Teaching for Global Competence:</p> <ul style="list-style-type: none"> • Review websites to support teaching from a critical, multicultural, social-justice perspective • Read articles of your choice: <ul style="list-style-type: none"> ○ “Five standards of effective pedagogy” (CREDE, Learning for Justice) ○ “How to be a global thinker” (Boix & Mansilla, 2017) ○ “Four strategies for teaching open-mindedness” (Merryfield, 2012) 	
<p>Session 13 4/20/22</p>	<p>Equity in Education: Gender equity and equity for LGBTQ students</p>	<p>LGBTQ Inclusive Curriculum: Gender Equity in the Classroom:</p> <ul style="list-style-type: none"> • View Redraw the Balance video • Read “Gender equity in the classroom” (Edutopia blog) • Read Introduction to NEW LGBTQ Best Practices Guides (<i>Learning for Justice</i>) • Review and download LGBTQ Best Practice Guide (<i>Learning for Justice</i>) • Explore resources, including magazine articles, feature articles and webinars for LGBTQ youth on Learning for Justice • Explore US Dept of Ed history of policies to protect LGBTQ students • Read about the Equality Act (House Bill No. 5) 	<p>Complete all readings and review all resources in Session 13 folder.</p> <p>Professional Dialogue w. Future Teacher Self—DUE</p>
<p>Session 14 4/27/22</p>	<p>Racial Equity for Students of Color: Racial Disproportionality in School</p>	<p>Teaching for Racial and Ethnic Justice:</p> <ul style="list-style-type: none"> • Read “Don’t say nothing” (Pitts, 2016) 	<p>Complete all readings and review all resources in Session 14 folder.</p>

	<p>Discipline—a systemic problem</p>	<ul style="list-style-type: none"> • Explore Race and Ethnicity Resources on Learning for Justice • Read “Introduction to racial equality and education” (Noguera, 2017) • View video with Dr. Noguera • Read “Ten ways educators can take action in pursuit of equity”(interview with Noguera, 2018) <p>Intersection of Race and Education:</p> <ul style="list-style-type: none"> • Read “Four ways racial inequity harms American school children” (NPR, 2020) • Read “Disproportionality in student discipline” (Gordon, 2018) • Read NPR reports on implicit bias in preschool education • Read “Racial disproportionality in school discipline” (Kirwan Institute, 2014) (optional) • View narrated PowerPoints (optional) <ul style="list-style-type: none"> ○ Stereotyping and Stereotype Threat ○ Racial Colorblindness <p>Addressing Racial Disparity in Policy and Practice:</p> <ul style="list-style-type: none"> • Review Learning for Justice Social Justice Standards • Explore Racial Equity Tools website <p>Read TWO of the following articles:</p> <ul style="list-style-type: none"> • “When educators understand race and racism” (Anderson, 2014) • “Five ways to advocate for justice in education”(Benjamin, 2016) • “Avoiding racial equity detours” (Gorski, 2019) 	<p>Professional Dialogue w. Future Teacher Self--DUE</p>
--	--------------------------------------	--	---

Session 15 5/4/22 LAST CLASS	Bullying Bullying of Children with Disabilities Preventing Bullying	Bullying of Youth with Disabilities and Special Health Needs: <ul style="list-style-type: none"> • Read “Bullying basics” (<i>Learning for Justice</i>) • Read “How to identify bullying” (NEA website) • Review resources on Stopbullying.gov • Review tools and resources on the National Bullying Prevention Center • View Not in Our Town/Not in Our Schools video • Explore Learning for Justice resources to prevent and stop bullying 	Complete all readings and review all resources in Session 15 folder. Field Experience Reflection—DUE
--	--	---	--

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

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 <https://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 VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students>
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730 or emailing titleix@gmu.edu.

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