

Student Diversity in the Classroom
ELED 355

| | | | |
|--------------------|-----------------------------|----------------------|-------------------|
| Instructor: | Dr. S. Kay Gandy | Telephone: | (270) 745-2991 |
| Address: | Tate Page Hall # 310 | E-mail: | kay.gandy@wku.edu |
| | Western Kentucky University | Office Hours: | by appointment |
| | Bowling Green, KY 42101 | Fax: | (270) 745-6322 |

Pre-requisites: EDU 250 and PSY 310 with a grade of "C" or better; passing test score for admission to teacher education; co-enrollment in ELED 345.

Course Description: Focus will be on the range of student diversity and identification of characteristics of children in an integrated elementary classroom. Field experiences in public schools and/or other appropriate settings away from campus are required. Students are responsible for their own transportation to designated or assigned sites.

Rationale: In 1994, The Kentucky Education Professional Standards Board adopted the revised New Teacher Performance Standards for Preparation and Certification of beginning teachers. To assist students in meeting those standards, ELED 355 provides an opportunity to study early childhood development and instruction within inclusive classrooms with diverse student populations.

Required books for Book Study: The books below will be used for a book study. You may check the books out of a library or buy the books.

Sachar, L. (1987). *There's a Boy in the Girl's Bathroom*. New York: Alfred A. Knopf
Cisneros, S. (1991). *The House on Mango Street*. New York: Vintage Books.

Special Needs Accommodation: Students with disabilities who require accommodations for this course must contact the Office of Student Disabilities Service, Room 445 Potter Hall. The phone number of the OSDS is (270) 745-5004. A letter from OFSDS must accompany any accommodation.

Course Objectives and Outcomes: Teacher education students will comprehend and apply key concepts related to each of the New Teacher Standards:

- Designs/Plans Instructions
- Creates/Maintains Learning Climates
- Implements/Manages Instruction
- Assesses/Communicates Learning Results
- Reflects/Evaluates Teaching/Learning
- Collaborates with Colleagues/Parents/Others
- Engages in Professional development
- Knowledge of Content

Course Topics:

- I. Range of Diversity
- II. Child Development
- III. Modification of Instruction/Assessment
- IV. Culturally Responsive Teaching
- V. Referral/Intervention Processes
- VI. Legislation/Legal Issues related to Diversity

VII. Exceptionalities Identification

KERA Elements/Contexts Addressed:

Curriculum: Learning Goals and Academic Expectations
Primary Program
Preschool Program
Professional Development
Assessment and Accountability
Kentucky Education Technology System
School Based Decision Making
Family Resource/Youth Services Centers
Regional Service Centers
Extended School Services
Parental Involvement

Instructional Methods: Lecture, class discussions, readings, student presentations, cooperative learning activities, videos, guest speakers, field experiences, projects, and other methods as needed.

Communication: The student is required to check his/her university e-mail account and also Blackboard between class meetings. The instructor will periodically use Blackboard and e-mail communication to post announcements, assignments, and class information. Grades will be posted throughout the semester on Blackboard. Student inquiries regarding grades must be addressed through a requested meeting with the instructor (no grades discussed through email).

Electronic Portfolio: Students must present satisfactory up-loads of the Critical Performances in their electronic portfolios. **These assignments are not to be uploaded until the class instructor has given permission to the student.** The assignments must be typed in Microsoft Word or Word Perfect. Microsoft Works will **not** upload to the university's electronic portfolio. The web address for the electronic portfolio system is: <http://edtech2.wku.edu/portfolio>. Final grades for individual candidates will not be forwarded to the Registrar until this requirement has been met.

Evaluation and Grade Assignments: Grading will be done on a straight point system. Points will be taken off for assignments not completed and submitted on time. Responsibility for all work missed is that of the student. **No emailed submissions of written assignments will be accepted.** All assignments must be done on a word processor. Handwritten work will not be accepted. Points will be deducted for spelling, typographic, and grammatical errors.

Academic Offences: To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. Student work may be checked using plagiarism detection software. Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in a course without possibility of withdrawal.

Critical Performances: In order to matriculate to Block I you must satisfactorily complete the Critical Performances for ELED 355 as evidenced on the electronic portfolio, and all electronic portfolio entries for ELED 355 must be uploaded in MicroSoft Word.

Course Requirements and Policies:

- **Assigned Readings** (100 pts): The student is expected to read all assigned readings. The student will participate in online discussions regarding the readings.
- **Diversity Studies** (50 pts): The student will bring materials to class related to the ethnic group of discussion and share relevant information with classmates.
- **PowerPoint Presentation/Final** (50 pts): Each student will do a PowerPoint presentation to the class from the KTIP Lesson. The presentation will count as the Final Exam.
- **Journal Submission** (100 pts): Four Journal entries are due throughout the term at somewhat regular intervals. They may consist of journal prompts, reflections, observations, experiences from the field, or comments on professional literature. This component is worth 25 pts per entry and is a **critical performance**. Guidelines and further instruction will be provided.
- **Exceptional Education Compendium** (50 pts): Using a variety of resources you identify as useful, compile, organize and summarize a comprehensive set of documents, legislation, policies, procedures, requirements, and other relevant information that would guide regular classroom teachers in meeting their ethical and legal obligations to exceptional education students. Guidelines and further instruction will be provided. This component is a **critical performance**.
- **KTIP Lesson** (100 pts): Design and teach a lesson to a classroom of diverse students. Lesson must be in the KTIP format. Consider adjustments in instructional strategies and assessment to accommodate students with a) diverse learning styles, b) different cultural backgrounds, c) varying socioeconomic status, and d) different academic levels. Guidelines and further instruction will be provided. This component is a **critical performance**.
- **Professionalism/Participation/Group Work** (50 pts): The points earned will depend upon the following standards being met.
 - The student is expected to participate in class discussion and activities. Arriving on time, remaining on task, being prepared, and class participation are part of your responsibilities. Points will be deducted for absences or late assignments. This course is based on a student-centered approach with an emphasis on inquiry, discussion, and reflection. Therefore, class participation is essential.
 - In the field, student must dress appropriately and participate in conduct appropriate to a professional educator.
 - Students will evaluate group members and their participation in projects.
 - Respect for the views of each member of the learning community and the use of professional standards and behavior are expected in the classroom and in the field.

| Assignments | Possible Points |
|----------------------------------|------------------------|
| Professionalism | 50 pts |
| Readings | 100 pts |
| PowerPoint presentation/Final | 50 pts |
| Diversity Studies | 50 pts |
| Journal Submissions | 100 pts |
| KTIP Lesson | 100 pts |
| Exceptional Education Compendium | 50 pts |
| POSSIBLE TOTAL | 500 pts |

Evaluation and Grade Assignment:

- A = 93-100% (465-500 pts)
- B = 85-92% (425-464 pts)
- C = 77-84% (385-424 pts)
- D = 70-76% (350-384 pts)
- F = 69% or below (349 pts and below)

Websites:

Global Schoolhouse - <http://www.gsh.org>
 Kentucky Department of Education - <http://www.kde.state.ky.us>
 US Department of Education - <http://www.ed.gov/>
 Kids Web – <http://www.npac.syr.edu:80/textbook/kidsweb/>
 Teaching Tolerance -- <http://www.tolerance.org/teach/>

Resources:

- Cushner, K. (2002). *Human diversity in action: Developing multicultural competencies for the classroom* (2nd ed.), Boston: McGraw Hill.
- Gorski, P.C. (2005). *Multicultural education and the Internet: Intersections and integrations* (2nd ed.), Boston: McGraw Hill.
- Redman, G.L. (2003). *A casebook for exploring diversity*, Upper Saddle River, NJ: Merrill Prentice Hall.
- Tomlinson, C.A. (1999). *The differentiated classroom: Responding to the needs of all learners*, Alexandria, VA: ASCD

Integration of Kentucky New Teacher Standards into Course Content

| New Teacher Standards | Course Objectives | Assessment |
|------------------------------|---|--|
| II, V, VII | Identify exceptionalities found in the classroom | Journal, cognitive test, written assignments |
| II, IV, V | Identify ranges of diversity found in the classroom | Journal, cognitive test, interview, written assignment, book study |
| I,V | Identify similarities among diversities and the norm | Journal, cognitive test, field experience, book study |
| II, IV, V | Modify instruction plan to accommodate student diversity | KTIP lesson plan, field experience |
| V,VI | Identify need and process for referral/intervention of problems of diverse students | Cognitive test, written assignments, exceptional education compendium |
| VI, VII | Explain the implications of PL 94-142 and other similar legislation | Journal, cognitive test, written assignments, exceptional education compendium |
| II, VI | Identify legal issues related to student diversity | Journal, cognitive test, exceptional education compendium |
| II, V, VI | Identify and explain trends and methodologies related to student diversity | KTIP Lesson plan, journal |
| II, IV, VIII | Apply the theory of multiple intelligences to instructional planning | Journal, cognitive test, lesson plan |
| IX | Use technology to meet needs of diverse students | Journal, lesson plan, assignments, PowerPoint presentation |