

EDUC 310. DIVERSITY IN EDUCATION**Credit Hours:** 3**Scheduled hours per week**

Lecture: 3

Lab: 0

Other: 20 hour field experience

Catalog Course Description: Strategies for providing differentiated instruction to students with diverse learning, social, and behavioral needs who are being educated in inclusive settings. Emphasis will be on practical planning and teaching of students from diverse backgrounds.

Pre-requisites: Admission to Teacher Education Program

Co-requisites: 20 hour field experience

Course Learning Outcomes:

1. Create education plans to meet the needs of students from diverse backgrounds. (WVPTS 1A,1B,1C, 1D, 2A, 2B, 3A, 3B,3C, 3D,3E,3F) (InTASC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10) (ACEI 1.0, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0)(Praxis 5622 I.B.1, B.2, B.3, B.4, B.5, B.6, C.2, II.A.1, A.4, A.5, A.6, A.7, B.2, B.3, B.4, B.5, B.6, B.7, B.8, C.3, C.4, D.1, D.2, D.3, D.4, III. A.1, A.2, A.3, A.4, A.6)(CAEP 1.1, 1.3, 2.3) (Assessment: exam, lesson plan rubric, resource notebook)
2. Examine how poverty, race, gender, exceptionalities, and English as a second language can impact students in the inclusive classroom. (WVPTS 2A, 2B, 4A, 4B, 4C) (InTASC 1, 2, 3, 4, 7, 8, 9, 10) (ACEI 1.0) (Praxis 5622 I.B.1, B.2, B.3, B.4, B.5, B.6D.1, D.2, D.3, D.4)(CAEP 1.1, 1.3, 2.3) (Assessment: exam)
3. Explore the role cultural differences can have in the classroom. (WVPTS 2A, 2B, 2C, 2F, 4A, 4B, 4C) (InTASC 1, 2, 3, 4, 7, 9, 10) (ACEI 1.0) (Praxis 5622 I.B.1, B.2, B.3, B.4, B.5, B.6, D.1, D.2, D.3, D.4)(CAEP 1.1, 1.3, 2.3) (Assessment: exam)
4. Create lesson plans that have appropriate accommodations and modifications to meet the needs of all diverse learners. (WVPTS 1A, 1B, 1C, 1D, 2A, 2B, 3A, 3B,3C, 3D,3E,3F) (InTASC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10) (ACEI 1.0, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0) (Praxis 5622 I.B.1, B.2, B.3, B.4, B.5, B.6, C.2, C.3, C.4, II.A.1, A.4, A.5, A.6, A.7, B.2, B.3, B.4, B.5, B.6, B.7, B.8, B.10, B.11, B.12, C.3, C.4, D.1, D.2, D.3, D.4) (ISTE 1.a, 2.b)(CAEP 1.1, 1.3, 1.4,1.5, 2.3) (Assessment: exam, lesson plan rubric, resource notebook)
5. Examine how differentiated instruction and the principles of UDL can be applied in every lesson to ensure that all lessons are relevant and appropriate for all students. (WVPTS 1B,1C,1D, 2A, 2B, 3A, 3B,3C, 3D,3E,3F, 4A, 4B, 4C) (InTASC 1, 2, 3, 4, 5, 6, 7, 8, 9) (ACEI 1.0, 3.1, 3.2, 3.3, 3.4, 3.5) (Praxis 5622 I.B.1, B.2, B.3, B.4, B.5, B.6, C.2, C.3, C.4,B.2, B.3, B.4, B.5, B.6, B.7, B.8, C.3, C.4, D.1, D.2, D.3, D.4, III. A.1, A.2, A.3, A.4, A.6) (ISTE 1.a)(CAEP 1.1, 1.3, 1.4, 1.5, 2.3) (Assessment: exam, lesson plan rubric, resource notebook)
6. Explore how students' interests and background knowledge should be used to create relevant lesson plans. (WVPTS 2A, 2B, 3A, 3B,3C, 3D,3E,3F, 4A, 4B, 4C) (InTASC 1, 2, 3, 4, 5, 6, 7, 8, 9) (ACEI 1.0, 3.1, 3.2, 3.3, 3.4, 3.5) (Praxis 5622 I.B.1, B.2, B.3, B.4, B.5, B.6, C.2, C.3, C.4, II.A.1, A.4, A.5, A.6, A.7, D.1, D.2, D.3, D.4)(CAEP 1.1, 1.3, 1.4, 1.5, 2.3) (Assessment: exam, lesson plan rubric, resource notebook)
7. Examine how IEPs should be used to modify lesson plans to ensure that legal requirements are met and that the lessons are appropriate for the student's particular exceptionalty. (WVPTS 1C,1D, 2A, 2B, 3A, 3B,3C, 3D,3E,3F, 4A, 4B, 4C) (InTASC 1, 2, 3, 4, 5, 6, 7, 8, 9) (ACEI 1.0, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0) (Praxis 5622 I.B.1, B.2, B.3, B.4, B.5, B.6, C.2, II.A.1, A.4, A.5, A.6, A.7, B.10, B.11, B.12, D.1, D.2, D.3, D.4) (CAEP 1.1, 1.3, 1.4, 1.5, 2.3) (Assessment: exam, lesson plan rubric, resource notebook)
8. Apply concepts of differentiated instruction and UDL to specific students in order to design appropriate lessons. (WVPTS 1A, 1B, 1C, 1D, 2A, 2B, 3A, 3B,3C, 3D,3E,3F) (InTASC 1, 2, 3, 4, 5, 6, 7, 8, 9) (ACEI 1.0, 3.1, 3.2, 3.3, 3.4, 3.5) (Praxis 5622 I.B.1, B.2, B.3, B.4, B.5, B.6, C.2, C.3, C.4, II.A.1, A.4, A.5, A.6, A.7, B.2, B.3, B.4, B.5, B.6, B.7, B.8, B.10, B.11, B.12, C.3, C.4, III. A.1, A.2, A.3, A.4, A.6) (ISTE 1.a, 2.b)(CAEP 1.1, 1.3, 1.4, 2.3) (Assessment: exam, lesson plan rubric, resource notebook)

9. Examine how RTI/SPL should be used to provide interventions to struggling students while also keeping documentation to use in SAT meetings. (WVPTS 2A, 2B, 4A, 4B, 4C) (InTASC 1, 2, 3, 4, 5, 6, 7, 8, 9) (ACEI 1.0, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0) (Praxis 5622 II.B.10) (CAEP 1.1, 1.3, 2.3) (Assessment: exam)
10. Create a contextual document that takes into account the impact that diverse students and their backgrounds have on the classroom and school as a whole. (WVPTS 1A, 2A, 2B) (InTASC 1, 2, 3, 4, 5, 6, 7, 9) (ACEI 1.0) (Praxis 5622 II. C.3, C.4, IV. 1, 2, 3, 4, 5, 6, 7)(CAEP 1.1, 1.3, 2.3) (Assessment: exam)
11. Examine how assessment should be used to help determine programming for diverse students along with how assessments should be modified to meet the needs of all students. (WVPTS 1B, 1E, 2A, 2B, 3A,3E,3F, 4A, 4B, 4C) (InTASC 1, 2, 3, 4, 5, 6, 7, 8, 9) (ACEI 1.0, 4.0) (Praxis 5622 I.B.1, B.2, B.3, B.4, B.5, B.6, II.A.1, A.4, A.5, A.6, A.7, B.2, B.3, B.4, B.5, B.6, B.7, B.8, B.12, III. A.1, A.2, A.3, A.4, A.6, B.1, B.2, B.3, B.5)(CAEP 1.1, 1.2, 1.3, 2.3) (Assessment: exam)
12. Examine how diversity impacts communication and relationships with families and students. (WVPTS 2A, 2B, 2C, 4A, 4B, 4C) (InTASC 1, 2, 3, 4, 7, 9, 10) (ACEI 1.0, 5.2) (Praxis 5622 II. D.1, D.2, D.3, D.4) (ISTE 4.d)(CAEP 1.1, 1.3, 2.3) (Assessment: exam)

Topics to be studied:

1. RTI/SPL
2. UDL/Differentiated instruction
3. IEPs
4. 504 plans
5. Accommodations/Modifications in lesson planning
6. Poverty
7. Special Education
8. ELL

Relationship of Course to Program or Discipline Learning Outcomes:

The course is designed to provide the candidate with the opportunity to master the interpersonal, planning, and teaching skills that are necessary prerequisites to communicating with and teaching diverse student populations such as students with exceptionalities, students from minority races and cultures, students from poverty, and students who are English Language Learners. This course addresses all areas of the program’s philosophical framework. A knowledge base of practical ways to interact, plan, and teach these students in the 21st century classroom will be emphasized. A focus will also be put on creating an inclusive classroom environment where accommodations/modifications are implemented along with frequent differentiation to meet the needs of all learners. This course will prepare candidates for the diverse classroom that they will enter into during their internship and upon graduation from the program.

Relationship of Course to General Education Learning Outcomes:	
Composition and Rhetoric Students illustrate a fundamental understanding of the best practices of communicating in English and meet the writing standards of their college or program-based communication requirements.	
Science & Technology Students successfully apply systematic methods of analysis to the natural and physical world, understand scientific knowledge as empirical, and refer to data as a basis for conclusions.	X
Mathematics & Quantitative Skills Students effectively use quantitative techniques and the practical application of numerical, symbolic, or spatial concepts.	
Society, Diversity, & Connections Students demonstrate understanding of and a logical ability to successfully analyze human behavior, societal and political organization, or communication.	X

<p>Human Inquiry & the Past Students interpret historical events or philosophical perspectives by identifying patterns, applying analytical reasoning, employing methods of critical inquiry, or expanding problem-solving skills.</p>	<p>X</p>
<p>The Arts & Creativity Students successfully articulate and apply methods and principles of critical and creative inquiry to the production or analysis of works of art.</p>	<p>X</p>
<p>5/3/2016</p>	

Special requirements of the course:

1. Create a contextual document that describes a classroom and specific diverse students within the classroom and detail the implications of diversity on planning and teaching within the classroom.
2. Create an educational plan for specific students that fall under the different areas of diversity.
3. Create IEP goals along with accommodations/modifications and services that are appropriate for the student’s exceptionality and present levels of academic performance.
4. Identify interventions and provide rationalization for why these interventions are appropriate based on the profile of a specific student from a diverse background.
5. Create Task 1 of the West Virginia Teachers Preparation Assessment
6. Create lesson plans that make use of differentiated instruction to meet the needs of all students and incorporate principles of UDL into lesson planning.
7. Create lessons plans that have appropriate accommodations and modifications for students who have an IEP.
8. Complete case studies related to diversity in education.
9. Complete field experience and field experience paperwork.
10. Submit school-based educator evaluation of field experience placements
11. Have a current LiveText (or affiliate)Subscription and use BlackBoard for course requirements
12. Submit Background check

Additional information:

N/A

Prepared by: Updated by: Bobbi Marshall

Date: Updated 12/11/2017