



ED 4320 Diverse Populations Spring 2016

Instructor Information:

Dr. Monica Gutierrez

E-mail: monicag@sulross.edu

Phone: (830) 279-3021

Office Hours: Monday 12:00–12:30 & 5:00-6:00 p.m., Wednesday 3:30-4:30,
Monday-Thursday 9:00 a.m.–12:00 noon - Internet Office Hours/Student
Teacher Observations.

Course Description:

This course details diversity in society as viewed in the public school classroom. Content includes, but is not limited to, issues of diversity and exceptionalities of children who enter the public school system in Texas. Instructional strategies will focus on working with diversity in the classroom with emphasis upon students with cultural and societal differences as well as special needs in an educational society.

Text:

No text.

Class Sessions:

Mondays from 12:30 p.m. – 1:45 p.m., Blackboard assignments due on
Wednesdays at 5:00 p.m. Teleconference/Split-Web

Del Rio – Rm. 103, E.P. – Rm. B113, Uvalde – Rm. B110

Course Requirements and Grading:

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| ✓ Regular attendance and participation is required | A = 90-100% |
| Attendance and Participation – 10% | B = 80-89% |
| ✓ Exams | C = 70-79% |
| Midterm – 10% , Final 20% | D = 60-69% |
| ✓ Presentation – 10% | F = 59 and ↓ |
| ✓ Cultural Awareness Paper – 10% | |
| ✓ Blackboard Assignments – 40% | |

Total of 100%

Program Learning Outcomes

The learner will know and understand:

1. The importance of cultural competence and awareness of cultures other than their own and how culture affects school curriculum.

Assessment: Presentations, Cultural Awareness Paper, Blackboard Assignments, Exams

2. How socioeconomic differences influence learners and how to adjust to their needs.

Assessment: Presentations, Cultural Awareness Paper, Class Discussions, Blackboard Assignments

3. How to assess and adjust to the needs of all children in the classroom via differentiated instruction.

Assessment: Presentations, Blackboard Assignments, Class Discussions, Exams

4. English Language Proficiency Standards (ELPS) and how they apply to ESL/Bilingual learners.

Assessment: Class Discussions, Discussion Board Assignments, Exams

5. The six principles of IDEA (The Individuals with Disabilities Education Act) and how it entitles eligible children with disabilities to specifically designed instruction and individualized services and support.

Assessment: Presentations, Class Discussions, Discussion Board Assignments, Exams

6. How to recognize giftedness in a child and how to serve their needs.

Assessment: Presentations, Class Discussions, Discussion Board, Exams

7. How learner needs are diagnosed, including; ESL/Bilingual, Dyslexia, Gifted and Talented and Special Education.

Assessment: Class Discussions, Discussion Board Assignments

8. The responsibilities associated with the STAAR state assessment.

Assessment: Class Discussions, Discussion Board Assignments, Exams

Evaluation: The learner will be evaluated utilizing the following methods in order to ensure that the learning outcomes are being addressed: The learner will select one topic and make a small group classroom presentation. Classroom discussions will follow these presentations. Additionally, the learner will have weekly Discussion Board assignments posted to Blackboard that will correlate with the topic of the week. In addition, the learner will write a personal Cultural Awareness Paper over their own personal cultural history. In addition, the learner will also take a midterm and a final exam that correlates with weekly topics addressed.

TEXES Standards

**Pedagogical and Professional Responsibilities (PPR)
Standards (EC-Grade 12)**

Standard I. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Teacher Knowledge: What Teachers Know Teachers of Students in Grades EC-12 <i>The beginning teacher knows and understands:</i>	Application: What Teachers Can Do Teachers in Grades EC-12 <i>The beginning teacher is able to:</i>
<p>Students</p> <p>1.3k characteristics and instructional needs of students with varied backgrounds, skills, interests, and learning needs;</p> <p>1.5k cultural and socioeconomic differences and the significance of these differences for instructional planning; and</p> <p>1.6k appropriate strategies for instructing English language learners.</p>	<p>Students</p> <p>1.2s adapt lessons to address students' varied backgrounds, skills, interests, and learning needs, including the needs of English language learners;</p> <p>1.3s use effective approaches to address varied student learning needs and preferences;</p> <p>1.5s acknowledge and respect cultural and socioeconomic differences among students when planning instruction.</p>
<p>Content and Pedagogy</p> <p>1.7k the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS);</p> <p>1.11k current research on best pedagogical practices.</p>	<p>Content and Pedagogy</p> <p>1.6s use the Texas Essential Knowledge and Skills (TEKS) to plan instruction</p> <p>1.11s use a variety of pedagogical techniques to convey information and teach skills.</p>
Designing Coherent Instruction	Designing Coherent Instruction

<p>1.19k the importance of designing instruction that reflects the TEKS;</p> <p>1.24k the importance of engaging in continuous monitoring and self-assessment of instructional effectiveness.</p>	<p>1.19s plan instructional activities that progress sequentially and support stated instructional goals based on the TEKS;</p> <p>1.23s provide students with opportunities to explore content from many perspectives.</p>
<p>Assessment of Student Learning</p> <p>1.25k the role of assessment in guiding instructional planning;</p> <p>1.26k the importance of creating assessments that are congruent with instructional goals and objectives;</p> <p>1.27k the characteristics, uses, advantages, and limitations of various assessment methods and strategies;</p> <p>1.30k the connection between the Texas statewide assessment program, the TEKS, and instruction; and</p> <p>1.31k how to analyze data from local, state, and other assessments using common statistical measures.</p>	<p>Assessment of Student Learning</p> <p>1.24s use a variety of assessment methods, including technology, that are appropriate for evaluating student achievement of instructional goals and objectives;</p> <p>1.25s communicate assessment criteria and standards to students;</p> <p>1.26s design assessments, where appropriate, that reflect real-world applications of knowledge and understanding;</p> <p>1.28s analyze assessment results to aid in determining students' strengths and needs; and</p> <p>1.29s use assessment results to help plan instruction for groups of students or individuals.</p>

Standard II. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

<p>Teacher Knowledge: What Teachers Know Teachers of Students in Grades EC-12</p> <p><i>The beginning teacher knows and understands:</i></p>	<p>Application: What Teachers Can Do Teachers in Grades EC-12</p> <p><i>The beginning teacher is able to:</i></p>
<p>Creating an Environment of Respect and Rapport</p> <p>2.1k the importance of creating a learning environment in which diversity and individual differences are respected.</p>	<p>Creating an Environment of Respect and Rapport</p> <p>2.1s interact with students in ways that reflect support and show respect for all students.</p>
<p>Establishing an Environment for Learning and Excellence</p> <p>2.4k the importance of communicating enthusiasm for learning; and</p> <p>2.5k the necessity of communicating teacher expectations for student learning.</p>	<p>Establishing an Environment for Learning and Excellence</p> <p>2.4s communicate to all students the importance of instructional content and the expectation of high-quality work; and</p> <p>2.5s ensure that instructional goals and objectives, activities, classroom interactions, assessments, and other elements of the classroom environment convey high expectations for student achievement.</p>

Standard III. The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional

strategies that actively engage students in the learning process, and timely, high-quality feedback.

<p>Communication</p> <p>3.1k the importance of clear, accurate communication in the teaching and learning process;</p> <p>3.2k principles and strategies for communicating effectively in varied teaching and learning contexts;</p> <p>3.3k spoken and written language that is appropriate to students' ages, interests, and backgrounds; and</p> <p>3.4k skills and strategies for engaging in skilled questioning and leading effective student discussions.</p>	<p>Communication</p> <p>3.1s communicate directions, explanations, and procedures clearly, accurately, and with an appropriate level of detail, both orally and in writing;</p> <p>3.2s use effective interpersonal skills (including both verbal and nonverbal skills) to reach students and communicate the teacher's commitment to students;</p> <p>3.3s use spoken and written language that is appropriate to students' ages, interests, and backgrounds;</p> <p>3.4s use effective communication techniques, including questioning and discussion techniques, to foster active student inquiry, higher-order thinking, problem solving, and productive, supportive interactions;</p> <p>3.5s use carefully framed questions to enable students to reflect on their understanding of content and to consider new possibilities; and</p> <p>3.6s apply skills for leading discussions that engage all students in exploring important questions and that extend students' knowledge.</p>
<p>Engaging Students in Learning</p> <p>3.5k criteria for selecting appropriate instructional activities and assignments for students with varied characteristics and needs;</p> <p>3.6k how to present content to students in relevant and meaningful ways;</p> <p>3.7k the use of instructional materials, resources, and technologies that are appropriate and engaging for students in varied learning situations;</p> <p>3.8k the importance of promoting students' intellectual involvement with content and their active development of understanding;</p> <p>3.9k strategies and techniques for using instructional groupings to promote student learning;</p> <p>3.11k techniques for structuring and pacing lessons in ways that promote student engagement and learning.</p>	<p>Engaging Students in Learning</p> <p>3.8s create activities and assignments that are appropriate for students and that actively engage them in the learning process;</p> <p>3.9s select and use instructional materials, resources, and technologies that are suitable for instructional goals and that engage students cognitively;</p> <p>3.10s represent content effectively and in ways that link with students' prior knowledge and experience;</p> <p>3.11s use flexible grouping to promote productive student interactions and enhance learning;</p> <p>3.12s pace lessons appropriately and flexibly in response to student needs.</p>

Course Outline

Pedagogy and Instruction

(TExES PPR Standards: 1.7k, 1.11k, 1.19k, 1.24k, 1.6s, 1.11s, 1.19s, 1.23s)

- Implementation of TEKS
- Differentiated learning utilizing TEKS
- Utilization of content sequence

Assessing Student Learning and Data Utilization

(TExES PPR Standards: 1.25K-1.27k, 1.30k, 1.31k, 1.24s-1.26s, 1.28s, 1.29s)

- Utilization of different types of assessments
- Utilization of assessment data from local, state and other assessments
- Connection between TEKS and STARR

Diverse Learner Needs – Special Populations

(TExES PPR Standards: 1.3k, 1.5k, 1.6k, 2.1k, 1.2s, 1.3s, 1.5s, 2.1s)

- Recognition and adjustment to different learner populations
- Adjustment of teaching using a variety of methods

Meeting Students' Academic Needs

(2.4k, 2.5k, 3.1k-3.9k, 3.11k, 2.4s, 2.5s, 3.1s-3.6s, 3.8s-3.12s)

- Engagement of learners
- Teacher expectations
- Utilization of clear and effective communication skills
- Relationship of instruction to interests and emphasis on value/importance
- Provision of enrichment/extension

Tentative Schedule:

<u>Date</u>	<u>Assignment</u>
January 25 January 27	Syllabus, Introductions, Course Overview, Diversity Blackboard
February 1 February 3	Socioeconomic Status (SES) Blackboard
February 8 January 10	Cultural Differences, Divide into groups Blackboard
February 15 February 17	Cultural Differences Blackboard
February 22 February 24	Film Blackboard
February 29 March 2	Film Blackboard
March 7 March 9	ESL/Bilingual/ English Language Proficiency Standards (ELPS) MIDTERM (Blackboard)
March 14-18	Spring Break
March 21 March 23	STAAR/Assessment of Learners Blackboard
March 28 March 30	Differentiated Instruction/Learning Styles & Multiple Intelligences Blackboard
April 4 April 6	Cultural Awareness Paper Due Dyslexia Blackboard
April 11 April 13	Diagnosing Learning Needs/Special Needs (ARD, IDEA) Blackboard
April 18 April 20	Special Needs (Specific disabilities) Blackboard

April 25	Gifted and Talented
April 27	Blackboard
May 2	Prepare for Final
May 4	Blackboard
May 9 (Monday)	FINAL EXAM 12:00-3:00 p.m. (Computer labs with proctors)

ASSIGNMENTS AND REQUIREMENTS

Attendance and Participation: 10%

All students are expected to attend class regularly and be on time. Ten percent of your grade is based on attendance and participation. Absences and tardies will result in a loss of points. Also, students are expected to participate in class discussions and class activities. The format of the class will be lecture, discussion, group activities, and mini-presentations. Failure to participate will result in a loss of points.

Exams: 30%

There will be two exams. The exams will consist of essay questions. The midterm will be worth 10%. You will have a 2 hour limit. The final will be worth 20%. You will have 3 hours to take the final exam.

Blackboard Assignments: 40%

Class sessions will meet on Mondays and you will have Blackboard assignments due on Wednesdays at 5:00 p.m. The assignments will relate to our classroom discussions on Monday and will serve as an extension of the lesson. No late assignments will be accepted!

I will utilize a Discussion Board Rubric to grade all assignments posted to the Discussion Board in Blackboard. This rubric will be posted in Blackboard under "Course Documents" for you to view and print out. Grading will be based on the thoroughness and depth of your written responses. I will not individually respond to your written assignments, but will use the grading rubric to base my evaluation. Your grades will be posted on a weekly basis in the Grade Center. This will enable you to keep up with your grades throughout the semester.

Presentation: 10%

Select a topic to be covered. You will make a 15-20 minute presentation over important information related to the topic. You must include an activity in relation to the topic covered. This presentation is to be done at the beginning of class, as an introduction to class discussion. (Use PowerPoint presentations, handouts, displays, etc.)

Cultural Awareness Paper: 10%

Type a three page Cultural Awareness Paper. This paper should describe your cultural background. *For example*, What are some traditions that your family participates in? How did the socioeconomic status that you grew up in affect you? What were some of your interests/hobbies growing up? How does religion/spirituality play a role in your life? What are your family expectations about education? Who lives with your family or who do you visit often? What is the role of language within your family? How does the region of the country you are from affect you? **Etc...** These are not limiting, but are rather suggestions about topics to think about when writing your paper. This paper will be due on April 4, 2016. Please **email** it to me at **monicag@sulross.edu**

Disability Statement:

SRSU Rio Grande College, a Member of the Texas State University System, supports equal employment and educational opportunities for all persons. No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored by Sul Ross State University Rio Grande College on any basis prohibited by applicable law, including but not limited to race, color, national origin, religion, sex, age or disability.

Distance Education Statement:

Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students' identities and to protect students' information. ***[If the course requires students to take proctored exams or to purchase additional software or equipment, please describe those requirements here.]*** The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.