

Course Title: Planning for the Diversity of Learners

Course Prefix and Number: EDF 4243/6243

Credit Hours: 3 hours

Type of Course: Lecture

Prerequisites: Admission to teacher education phase II; concurrent enrollment in EPY 3143 Human Development and Learning, Practicum in Secondary Education and/or Reading Strategies is advised.

Catalog Description: A study of variables contributing to the creation and management of a positive learning environment for the complexity and diversity of middle and high school students.

Course Objectives:

1. Demonstrate an understanding for working with diverse (diversity of culture, ethnicity, socio-economic level, developmental level) learners using pro-active management strategies, appropriate attending behaviors, active listening, and responding which include . . . INTASC 1 & 2, 5; CFPO b, e, & f
 - a. Classroom management ideas from Carol Weinstein and Harry Wong's work
 - b. Behavior management ideas from Nel Nodding's work on Classroom Community, and Kohn's work on competition and reinforcers
 - c. Equity, Diversity and Social Justice ideas from James Banks' Multiethnic/Equity Pedagogy; Lisa Delpit's work on disenfranchised populations; Deborah Meier's school reform work; Jonathan Kozol's on the inequity in schools & Angela Valenzuela's ideas in Subtractive Schooling
 - d. Socioemotional approaches to management like William Glasser's Reality Therapy and Choice theory
 - e. Group process designs like peer mediation, conflict resolution and critical friends groups
2. Discuss and create a unit plan which demonstrates the candidate can: INTASC #4, 3 & 7; CFPO b, e, h
 - a. Gather and use pertinent information about students, their culture, and their world.
 - b. Decide about content to be studied using knowledge of multiple cultures.
 - c. Incorporate state, national, and leading professional organization's curriculum frameworks
 - d. Develop long range goals and objectives.
 - e. Write objectives stated in behavioral terms in his/her area of expertise.
 - f. Develop activities to achieve long range goals and objectives.
 - g. Evaluate long range goals and objectives.
 - h. Use strategies beyond those that primarily serve the culture of power
3. Create a tier 1 intervention plan which demonstrates the candidate can: INTASC #3, 4, 5, & 7; CFPO b,e,h
 - a. Listen to, talk to, and observe real middle and high school students & teachers in contemporary classrooms
 - b. Understand the diversity and complexity of contemporary middle and high schoolers
 - c. Design physical learning environment, using knowledge of multiple cultures
 - d. Establish norms for behavior respectful of multiple cultures
 - e. Create safe and caring classrooms respectful of multiple cultures

- f. Work with multicultural families
- g. See an interactive learning environment as the primary management tool
- h. Establish and allow students to establish classroom procedures
- i. Develop a plan for challenging student behavior which question the teacher's role
- 4. Provide speeches, presentations, oral reports and brief arguments which show understanding of INTASC 4,6; CFPO g. . . (7 hours)
 - a. Parts of a formal oral presentation
 - b. Qualities of effective oral communications
- 5. Demonstrate effective use of technology by INTASC #6;CFPO j . . . (6 hours)
 - a. Finding and procuring available resources
 - b. Locating and using lesson plans from the internet
 - c. Creating visuals for instructing.
 - d. Designing and producing an I-movie or Movie Maker video
 - e. Video taping themselves teaching and critiquing their own teaching .

Topics to be Covered:

1. Types of planning- 8 hours- INTASC #4, 3 & 7; CFPO b, e, h
 - a. Introduction to unit planning for diverse learners
 1. Unit organization- thematically, chronologically, topically
 2. Unit timing- scope, sequence, duration, breadth, and depth of content
 3. Unit components- resource pools, strategy variation, goals, and objectives alignment
 - b. Introduction to lesson planning for diverse learners
2. Types of management to meet the needs of the diverse- 12 hours- INTASC #3, 4, 5, & 7; CFPO b, e, h
 - a. Planning and managing learning strategies and activities that fit diverse learners and learning objectives:
 1. Traditional methods- direct instruction, independent work, recitation, discussion, mini-lectures
 2. Progressive methods- group work, cooperative learning, student-directed models, action research models
 - b. Motivation of students from diverse backgrounds
 1. Expectations to succeed- providing opportunities, reasonable goal setting, effort and outcome relationships, assessment and feedback, extra motivation for the discouraged
 2. Valuing Tasks- relating to students' own lives, providing choice, teacher enthusiasm for content and learning, reward systems, peer interaction, variety and novelty, active responding, re socializing under achievers, disaffected, and apathetic students
 - c. Classroom administrative issues which attend to the diverse needs of students
 1. Arranging and decorating the physical environment
 2. Norm setting for caring & safe classrooms
 3. Working with families
 4. Record keeping- grade books, planning documents, incident reports/field notes
3. Planning for diversity in the classroom- 12 hours INTASC #3, 4, 5, & 7; CFPO b, e, h
 - a. Understanding diversity as a function of culture (not ethnicity, not religion, not class)
 - b. Equity for diverse ethnic cultures
 - c. Equity for diverse regional cultures
 - d. Equity for diverse SES cultures
 - e. Equity for diverse power cultures
 - f. Equity for diverse religious cultures

- g. Equity for diverse lifestyle cultures
- 4. Effective communications in the classroom- 5 hours- INTASC 4,6; CFPO g
 - a. Formal speaking occasions
 - 1. Introduction which previews and included subject, purpose, context, and background statements; to create an appropriate speaking pace; to capture the audience's attention; to effectively communicate the subject to the audience
 - 2. Body which stays focused on the subject and purpose; organizes supporting detail effectively; reveals careful audience analysis; is technically accurate; has clear transitions between points; shows time allocated
 - 3. Conclusion which briefly reiterates the main ideas and/or points; brings the presentation to a smooth ending (not too abrupt)
 - b. Content selection, body language, considering audience, visual aids, time allocation, content delivery, eye contact, professionalism, and confidence.
- 5. Application of technology to support teaching- 5 hours- INTASC #6;CFPO j
 - a. Application of power point
 - b. Use of Internet- negotiating SPAs (NCTE, NCTM, NCSS, NASPE, etc) websites
 - c. Use of E-mail as a tool for individualizing instruction
 - d. Application of I-movie and Movie Maker productions in the classroom
 - e. Video taping of teaching and critique of teaching practice

Required Texts:

The purchase of one trade text (listed in local book stores by course title and on MyCourses) is required. All MyCourses readings are required.

OPTIONAL TEXT PURCHASE: Multicultural Education by James Banks, Reflective Teaching by Eby, Herrell, and Hicks, and Secondary Classroom Management by Carol Simon Weinstein (available at MML holds desk).

Materials:

The purchase of one trade book is required. All projects must be word processed, therefore candidates must procure a computer to use for outside-of-class, written work. Students will be required to purchase TaskStream for this class. Everyone needs several CD-RWs and one digital video tape for class projects. We'll need several cameras (video and regular). Some will be available to share. Candidates may wish to use personal equipment but should plan to have the equipment assessed by the teacher to insure various media components will work together. Everyone must have a spiral notebook in which ALL design topics should be addressed. Design topics can be printed off of MyCourses.

Methods of Instruction:

- Studio-Based Learning (SBL) will be the primary pedagogy. This means we propose, critique, and iterate daily.
- Socratic questioning, digital media enhancements, hands-on activities, guided discussions, lectures, field experiences, demonstrations, and more instructional strategies will be used in this course.
- Panel discussions and expert lectures will also be a part of this course.
- A field component will be required in this course. On _____ (date) we will travel to _____ (place).

Honor Code:

MSU students are required to adhere to the University Honor Code which states:

“As a Mississippi State University Student
I will conduct myself with honor and integrity at all times.
I will not lie cheat or steal not will I accept the actions of those who do.”

Academic Misconduct:

Class projects are written documents and require teacher candidates to respond with a personal reflective voice. Plagiarism, therefore, is easily detected. Please note that plagiarism includes misuse of sources, incorrect paraphrasing, omitting citations, etc. A first offense of plagiarism will result in a grade of zero for the assignment with no chance for revision; a second offense of plagiarism will result in an F for the course and will be reported to the M.S.U. Dean of Students.

Turn-It In:

Curriculum Design Projects and any electronic presentation for the UD talk must be submitted to turn-it in.com by the student. Once a turnitin.com report is generated, the report should be submitted to Taskstream.com along with the project submission. A new iteration of the project is permitted if turnitin.com reveals an inappropriate match.

Mandatory Field Experience:

Quotes, video footage, Use of video footage from the mandatory field experience is part of the PLP project.

Evaluation of Student Progress:

Each project will be scored using project-specific rubrics. Scoring rubrics will be distributed well in advance of each due date. Each rubric has 10 quality indicators accounting for 3 points each. Rubric point values are 0=off rubric; 1=satisfactory; 2=effective; 3=exemplary. Total rubric value is 30 points.

Top Rubric= 30-26.9 (converts to “A” avg.) Off Rubric= 20.8-17.9 (converts to “D” avg.)
2nd Level Rubric= 26.8-23.9(converts to “B” avg.) Off Rubric= 17.8-16.9 (converts to “F” avg.)
3rd Level Rubric= 23.8-20.9 (converts to “C” avg.)

Projects submitted late will be dropped a rubric level.

SCORING DEFINED: “A” means “exemplary” which means that the work provides evidence that this teacher would be preferred by a very diverse, but expert audience which would include students, parents, COE faculty, NBPTS teacher colleagues & community members; “B” means “effective” which means that the work provides evidence that this teacher would be a preferred teacher by school administrators; “C” means “satisfactory” which means that the work provides evidence that this teacher will be safe and healthy with students. All other work is considered “off rubric” requires redesign.

SCORING CRITERIA: Each design project and corresponding discourse (This is all your talk-- before, during, and after-- your final design iterations) during class, in e-mail correspondence, web-logs, or discussion boards will have specifications for performance. Each will also require the following performance specifications.

- o Reflective (Tell how your thinking, ideas, practices have changed)
- o Critical (Take off the rose-colored glasses)
- o Current (within the past 7 years) educational research (Our texts are for this.)
- o Standards bases like NPTA, NBPTS, INTASC, NCTE, etc.

- Specific content (when a talk is complete the audience can see the speaker's content passion.)
- Specific school, teacher, student, class, district data

ATTENDANCE: Attendance is required. A written explanation of all absences is required. Being on time matters. A written or verbal explanation of all tardies is required. Poor attendance and flagrant tardies lower the Design Discourse and Disposition grade.

Examples of Course Activities

All course activities *require* students to EDF 4243/6263 to attend, to participate, to read, and—most importantly— to reflect in order to receive a passing mark. Three design projects are central to the reflection and the reflection is mutually central to the projects. These three design projects must refer to the individual Studio School student partner with which the teacher candidate is working. Each is worth 30% of the overall course grade in EDF 4243/6243.

- Unity in Diversity Talk- The purpose of the Unity in Diversity project is for students to provide a talk which demonstrates deep, reflective understanding of how specific educational theory might help a teacher candidate design specific strategies which would bring about equity among the diversity of student groups in content area (Math, Physical Education, Biology, History, English, Business Technology, etc.) classrooms. Please see the Sketchbook for a full assignment description and evaluation rubric. The overall goal is for each teacher candidate to explain how he/she plans to bring unity and a celebration of diversity to his/her classroom. How the service provided to a specific Studio School student enhances the process of unifying diversity must be referenced in the project. Teacher candidate students will select a unique diversity theory text, read it, and prepare unique presentations that answer the following 3 questions and meet the rubric for the design project.
 - Who is this educational theorist? What was his/her life like? (Briefest of the 3 parts; must include a reflective connection)
 - What is this educational theorist contribution (theory, buzzword, concept) to the field of education? (Briefer than part 3; must demonstrate entire selected text has been read and include a reflective connection)
 - How might I use this person's theory in my _____ (content area here) classroom to design practices which will unify diversity? (Spend most of the talk on this 3rd piece; Use synthesis and evaluation to compose this section to meet all rubric elements and include a reflective connection)
- Tier I Intervention Plan- Each teacher candidate will design a Tier I Intervention video plan to meet the individual needs of one of the particular students worked with during the Studio School service experiences. Tier I interventions are synonymous with classroom management strategies. Teacher candidates may work in pairs or individually on this video project. This is a digital story-telling project which requires the use of movie making software. Discourse of reflection and critical perspective must permeate the video. How the service provided to a specific Studio School student enhances the interventions process must be referenced in the project. Please see the Sketchbook for a full assignment description and evaluation rubric.
- Curriculum Design Project- The purpose of this project is to give teacher candidates a foundation for instructional planning and design which will be covered in future methods courses. The Curriculum Design Project will require teachers to prepare a thematic, studio based learning unit plan, which includes a description of target population, annotated

resources listing, instructional strategies catalogue, product or performance design task, curriculum alignment statements, discussion of unit placement and duration, unit plan, and a lesson plan. Discourse of reflection and critical perspective must permeate the documents. How the service provided to a specific Studio School student enhances the curriculum design process must be referenced in the project. The various written documents will be collated into a single project under single cover. Please see the Sketchbook for a full assignment description and evaluation rubric.

Additionally in EDF 4243/6243, teacher candidates engage in earning a portion of their grade by managing their own stance toward design, discourse, and disposition. This design, discourse, and dispositions grade bundles talk and behavior into a 10% portion of the grade in the course. Class (or what is called studio) time is for teacher candidates to share their designs, discourse, and dispositional stances to professional practice. Discourse (that's the talk) is a major display of a person's designs of self as a teacher. How teacher candidates talk about teaching shows what each thinks about teaching. So students in EDF 4243/6243 are engaged in what Donald Shon calls *reflection-in-action*. The discourse or talk (e-mail, blog, discussion group, e-chat) about unity in diversity, tier I interventions, and curriculum design is assessed by rubric found in the sketchbook. Also, a section in the sketchbook more fully explains the Design, Discourse, and Disposition portion of the course requirements.

The course sketchbook is a reflection booklet each student purchases to use during the entirety of the design process of the EDF 4243/6243 course. Each teacher candidate reads and discusses various texts, interviews their Studio School student, and consults with SSD teacher experts about ideas for unity in diversity, tier I interventions, and curriculum design. Throughout the semester writings, doodles, notes in sketchbooks become artifacts of the thinking about course topics. The design topics/prompts addressed will include 3 separate prompts to expose how teacher candidates in the course might think about embedding elements of service learning pedagogy in their work as teachers to enhance the academic learning. You may opt to respond to the prompts given you or you may opt to cross out the prompts and use the pages for other design/sketch purposes. The Sketchbook is yours and should have MANY OF YOUR PERSONAL SKETCHES in order to show your design process. Keep everything you write/sketch for this class in this book—notes, handouts, everything!

FINE PRINT: Completion of all work is required. Failure to submit any assignment results in a mark of F in the course. Work will only be evaluated through TaskStream. Checking e-mail daily is a requirement. Only msstate.edu e-mail addresses will be used. Candidates are responsible for ensuring reception of e-mail from teacher and classmates. We must all have some fun!