College of Charleston  
Education 606 Syllabus  
Teaching Diverse Learners

<table>
<thead>
<tr>
<th>Class</th>
<th>ECTR 212 - Tuesdays 7:00 – 9:45 pm</th>
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</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>Dr. Genevieve Howe Hay</td>
</tr>
<tr>
<td>Office Hours</td>
<td>Mondays &amp; Wednesdays 1:30 - 3 pm and by appointment.</td>
</tr>
<tr>
<td>Office Location</td>
<td>Room 320, 86 Wentworth Street</td>
</tr>
<tr>
<td>Phone/Email</td>
<td>Office - (843) 953-8054 <a href="mailto:hayg@cofc.edu">hayg@cofc.edu</a></td>
</tr>
<tr>
<td>Course Description</td>
<td>The emphasis of the course is on inclusion strategies for special needs students in regular classrooms. Appropriate referral and instructional strategies will be analyzed and explored.</td>
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<tr>
<td>Prereqs.</td>
<td>Focus I and II Semester Coursework</td>
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<td></td>
<td>Due to the nature of the course and assignments, EDEE 606 should be taken during the final semester of coursework prior to clinical internship. Students should be proficient in lesson planning. Students in their first semester of education coursework will not be able to take the course.</td>
</tr>
<tr>
<td>Course Texts &amp; Resources</td>
<td>Required Texts</td>
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</tbody>
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4. Enter yes if you have already created a pearson account for another class and use the same information. If this is your first time click no and create a username and password.

5. Enter the access code found on the inside of the brochure purchased from the bookstore (under the peal off)

6. Click next

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8. Submit

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**1. How to Differentiate Instruction in Mixed-ability Classrooms**


- eBook Full Text
- Download (Offline)
- Table of Contents
- Most Relevant Pages From This eBook


Friend, Chapter Five (on OAKS) – INCLUDE Strategy

**The IRIS Center at Vanderbilt University** - [http://iris.peabody.vanderbilt.edu/](http://iris.peabody.vanderbilt.edu/) - provides numerous interactive resources to facilitate your understanding of inclusion and accommodations to make within general education classrooms.
Publication Manual of the American Psychological Association (5th Ed.) or use the OWL at Purdue for APA style - [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/)

**OAKS**

All assignments, templates and student samples can be found on OAKS. You are expected to upload ALL assignments to OAKS and bring a hard copy to class.

All work must be uploaded as a Word file using the following naming structure - **CourseAssignment_FirstLastName**.

For example - **AwarenessProject_SusieBrown**.

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**Course Outcomes**

All teacher preparation programs in the School of Education (SOE) are guided by a commitment to Making the Teaching Learning Connection through three Elements of Teacher competency which are at the heart of the SOE Conceptual Framework: **1) understanding and valuing the learner, 2) knowing what and how to teach and assess and how to create an environment in which learning occurs, and 3) understanding themselves as Professionals.** These three competencies underlie all learning and assessment in this course; they help you develop the knowledge, skills, and dispositions necessary to become an effective teacher.

**ETC 1 - UNDERSTANDING AND VALUING THE LEARNER**

1. Describe the characteristics, which influence differences in learning. ACEI 1.0, 3.2; NAEYC 1; NMSA 1; SC 4
2. Identify and differentiate between the needs of typical and exceptional learners in general education classrooms. ACEI 1.0, 3.2; NAEYC 1; NMSA 1; SC 4; SC 6
3. Identify the historical and philosophical basis for mainstreaming and inclusion of exceptional learners. ACEI 1.0; NAEYC 1; NMSA 1; SC 4; SC 6
4. Identify variations and developmental patterns for children with special needs. ACEI 1.0, 3.2; NAEYC 1; NMSA 1; SC 4; SC 6

**ETC 2 - KNOWING WHAT AND HOW TO TEACH AND ASSESS AND HOW TO CREATE AN ENVIRONMENT IN WHICH LEARNING OCCURS**

1. Identify and illustrate the steps in the process for differentiating instruction and providing for independent learning. ACEI 1.0. 3.2, 3.4, 3.5; NAEYC 4b, NMSA 5; SC 4; ISTE
2. Design integrated instruction on selected grade levels providing for individual differences of general and inclusion students. ACEI 1.0, 3.2, 3.4, 3.5; NAEYC 4b; NMSA 5; SC 4
3. Define and formulate objectives in the cognitive, affective, and psychomotor learning domains. ACEI 1.0, 3.2, 3.4, 3.5; NAEYC 4b; NMSA 5
4. Explain the relationship between the process of selecting goals and objectives from a variety of materials including state and local curriculum guidelines and modifying or adapting them to meet the social, emotional and academic needs of individual students. ACEI 1.0, 3.2, 3.4, 3.5; NAEYC 4b; NMSA 5; SC 4
5. Define and demonstrate the process of diagnostic/prescriptive instruction which include the development of pretests, analysis of results, development of appropriate instructional materials and learning environments, and instructional processes, development and analysis of post-tests for all learners. ACEI 4.0; NAEYC 3; NMSA 5; SC 4
6. Demonstrate the relationship between the objectives of unit and lesson plans and the instructional strategies, student activities, and evaluation means selected for such plans. ACEI 4.0; NAEYC 3 & 4b; NMSA 5
7. Distinguish between criterion referenced and norm referenced assessment. ACEI 4.0; NAEYC 3; NMSA 5
8. Integrate alternative assessment with standardized assessment. ACEI 4.0; NAEYC 3; NMSA 5
9. Explain the concepts of reliability and validity as they relate to criterion and norm referenced testing. ACEI 4.0; NAEYC 3; NMSA 5
10. Explain the difference between measurement and evaluation. ACEI 4.0; NAEYC 3; NMSA 5
11. Distinguish between formative and summative assessment. ACEI 4.0; NAEYC 3; NMSA 5

ETC 3- UNDERSTANDING YOURSELF AS A PROFESSIONAL
12. Identify the importance of collaboration among professionals, community members and families. ACEI 5.1-5.2; NAEYC 5; NMSA 7
13. Identify national, state, and local support resources and agencies appropriate referral strategies. ACEI 5.1-5.2; NAEYC 5; NMSA 7
14. Identify careers in which educators can work with students with special needs. ACEI 5.1-5.2; NAEYC 5; NMSA 7; SC 4

<table>
<thead>
<tr>
<th>Course Requirements</th>
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<tbody>
<tr>
<td>1. Demonstration of School of Education Dispositions</td>
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<tr>
<td>2. Completion of all assigned readings,</td>
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<td>3. Completion of all assignments, projects, and field experience hours.</td>
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<td>4. Use of OAKS for assignment submission.</td>
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<td>5. Proficient in lesson planning.</td>
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<tr>
<th>Honor System</th>
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| Academic honesty and integrity are highly regarded in this class and are assessed on several levels. As a student at the College you have agreed to uphold the policies outlined in the Student Handbook: A guide to civil and honorable conduct (2003/2004) both in your coursework and as a representative of the College of Charleston in field experiences and clinical practice situations. Violations to the Code of Conduct outlined on pages 10-11 in the Student Handbook will be reported to the Honor Board. Also, as a student in the School of Education, dispositions characteristic of good teaching should guide your work and interaction with others both at the College and in public schools. These dispositions include:

1) Belief that all students can learn.  
2) Value and respect individual differences.  
3) Value positive human interactions.  
4) Intellectual curiosity, enthusiasm about learning, and a  
5) Willingness to learn new ideas.  
6) Commitment to inquiry, reflection, and self-assessment.  
7) Value collaborative and cooperative work.  
8) Sensitivity to community and cultural contexts.  
9) Responsible and ethical practice.

As EDEE is a dual program, in that we certify candidates for teacher certification, professors reserve the right to document violations that would impact student certification (e.g., attendance problems in field experiences and clinical practice, professionalism in schools, etc,) |
Policies

**Required Technology**
Enrollment in this course requires you utilize the following computer applications:

a. Internet (www)
b. OAKS via Internet
c. Microsoft PowerPoint
d. Word Processing

All of the above listed computer applications are available in the College of Charleston managed computer labs located in JC Long, the Library, and various other campus locations. Therefore, if you do not have reliable access to the above computer application you should plan to use the campus computer laboratories. It is expected that you can utilize the above listed computer applications. If you do not know how to use one or more of the above listed computer applications please consult with the course instructor to arrange tutoring.

**Attendance is vital in this course.** Students are responsible for all content and assignments for each class. The roll will be taken at the beginning of each class. Arriving late and leaving early is unacceptable and will be considered a ½ absence. Coming and going during class is extremely disruptive and should only be considered for sudden illness. Two absences for ANY reason (i.e. sickness, family emergencies, personal) are allowed. After the second absence, the student’s grade will be lowered by one letter grade (i.e. an A will become a B; a B will become a C; etc.) for each additional absence.

**Personal Communication Devices/Laptops:** Please keep cell phones and laptops stowed away during class, with the exception of times when groups collaborate on projects.

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Course Assignments:

1. **IRIS Center Modules (20% of final grade)**

   ETC 1 – Objectives 1-4; ETC 2 – Objectives 1 – 9; ETC 3 – Objectives 1 – 3; SC 4 & 6; ISTE)

   **IRIS Center Assignments** - See attached description below.

2. **Attendance & Participation (20% of final grade)**

   **A. Attendance & In-Class Participation** (10% of final grade) - Active participation and regular attendance are expected. Be prepared to share and discuss relevant concepts from each chapter. **Prior to each class (except for weeks when Awareness Presentations and Chapter Tip Sheets are presented – see calendar below for specific dates), email the professor with a specific key concept that you would like to share with the class. You will be responsible for facilitating class discussion related to the key concept you have selected. (Note: On weeks that we will discuss more than one chapter, select ONE concept from one of the chapters to be discussed that week.)**

   **Weekly Chapter Topics & Facilitator**

   • (1/27) McClesky, Chapters 10 & 11
   • (2/3) Friend, Chapter 5
   • (2/10) McClesky, Chapters 3 & 4
   • (3/31) McClesky, Chapter 13
   • (4/14) McClesky, Chapter 15
B. Disability Topics & Other Diverse Learning Needs -- Presentations & Tip Sheets (10% of final grade)

Individually, select a tip sheet topic (below) and lead the class in a brief discussion (10 – 15 minutes). Provide your classmates a one-page tip sheet based upon your research. Topics will be presented as each chapter is discussed in class. (Topics selected must be different than the one to be presented during your awareness presentation.)

**Topics & Dates:**

- (3/17) ESOL Learners - Katie
- (3/24) Social Studies Learning Strategies – Samantha
- (4/7) Behavioral and Social Learning Strategies – Hannah

**Suggested Resources** – Course text(s), IRIS Center, Websites, Articles, OAKS Content


3. **Awareness Project & Presentation (20% of final grade)**

Individually or with a partner, you will research and develop methods for promoting community, faculty, parent, and student awareness of students with a specific special need. *(See detailed description attached and on OAKS.)*

**Individual Awareness Research** – Each group member, will review resources (websites, articles, books) and review children’s literature related to the topic. Provide a brief synopsis of each resource.

**Group Pamphlet & Presentation** - Provide an organized and cohesive 20 – 30 minute interactive, awareness presentation. Share your awareness guide/pamphlet with the class. *(ETC 1 Objectives 1 -4; SC 4 & 6; ISTE)*

4. **Candidate Work Sample (CWS)/Differentiated Unit of Instruction (20% of final grade)**

In conjunction with Field III, you will develop a modified Candidate Work Sample (unit of instruction) with special emphasis on accommodations for students with special needs. A case study will be developed as part of this project. The draft of the completed assignment will be completed in three separate homework assignments. Based upon feedback and additional information learned throughout the course and through your research, you are expected to revise ALL sections of the CWS for final submission. *(Electronic and hard copy submission required.)* *(ETC 2 – Objectives 1 - 9; SC 4 & 6; ISTE)*

Along with directions for the assignment, CWS Homework templates and student samples can be found on OAKS.
CWS Submission Requirements

1) **CWS Homework (Microsoft Word ONLY)** – By the assigned due dates, upload electronic copies of each homework assignment for feedback on OAKS and submit a hard copy in your class folder.

2) **Hard Copy Final Product** - The final CWS project should be professionally compiled into a lightweight packet. **The hard copy packet must include ALL CWS Homework assignments, my feedback, and final revisions (with highlights of the changes you made based upon my feedback) to the project.** Significant point deductions will occur for missing components (homework and revisions).

3) **Final Electronic Copy (In Microsoft Word ONLY – Two Documents)**
   
   A. **CWS Homework (with instructor's feedback)**- Submit an electronic copy of all of your CWS homework assignments with my feedback into one, compiled document.

   B. **CWS Final Revised Copy** – Submit one final revised copy as **ONE** document. **Revisions must be highlighted** throughout the document.

5. **Take Home Midterm & Final Exams: (20% of final grade)**
This exam will cover all the material in the readings and course activities. The final focuses on the application of knowledge and skills explored during the course of the semester. It is expected that the concepts checked in the class check ups will be incorporated into the responses on the final exam. **Electronic and hard copy submission required.** (ETC 1 - objectives 1 -4; ETC 2 – Objectives 1 – 9; ETC Objectives 1 - 3; SC 4 & 6; ISTE)

   **Electronic and hard copy submission is required for all assignment by the assigned due dates.**

### Grading and Attendance

**Assignments/Points:**

1) IRIS Center Modules – 20%
2) Tip Sheets, Attendance & Class Participation – 20%
3) Awareness Project – 20%
4) Candidate Work Sample – 20%
5) Midterm & Final Exams = 20%

**ALL assignments must be submitted electronically on OAKS by 5:00 pm and hard copies must be submitted in class on the assigned dates.**

### GRADING SCALE:

<table>
<thead>
<tr>
<th>Letter Grades</th>
<th>Percentage Range</th>
<th>Grade Points</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100%</td>
<td>4.0</td>
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<tr>
<td>B+</td>
<td>88 – 92%</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>83 – 88%</td>
<td>3.0</td>
</tr>
<tr>
<td>C+</td>
<td>82 – 83%</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>79 – 81%</td>
<td>2.0</td>
</tr>
<tr>
<td>F</td>
<td>0 – 69%</td>
<td>0.0</td>
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</tbody>
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## EDEE 606 - Course Outline

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic &amp; Activities</th>
<th>Assignments Due</th>
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</thead>
</table>
| Jan. 13| Syllabus & Assignments  
What is Inclusion, and Why is it Important?                                           | Read McLesky, Chap. 1                                 |
Awareness Presentation Preparation  
Special Ed. ABC Soup Activity  
Select:  
**Case Study Student for Awareness Presentations & CWS**  
(2/24) Samantha – Homelessness (M)  
(2/24) Katie – Autism (Tommy)  
(3/10) Hannah – Diabetes (Sam,  
Sammy or Fred)  
**Disability & Other Diverse Learning Needs**  
**Topics for Tip Sheet Presentations**  
(3/17) ESOL Learners - Katie  
(3/24) Social Studies Learning Strategies - Samantha  
(4/7) Behavioral and Social Learning Strategies – Hannah | Read McLesky, Chap. 2 and articles and resources on OAKS from “Basics of Special Education.” |
| Jan. 27| Collaboration and Teaming  
Awareness Presentation Preparation  
**Sample Awareness Presentation**  
**Discussion Facilitator/Chapter Key Concept:**  
• Samantha -  
• Katie -  
• Hannah – | Read McLesky, Ch. 10 & 11; OAKS resources and articles from “Families” module  
Bring awareness materials. |
| Feb. 3 | Planning Instruction by Analyzing Classroom & Student Needs and Formal Plans and Planning  
Differentiated Instruction (CWS Description)  
Awareness Presentation Preparation  
**Discussion Facilitator/Chapter Key Concept:**  
• Samantha -  
• Katie –  
• Hannah – | Read Friend, Ch. 5 and Tomlinson, Ch. 1 – 4  
Review CWS Description and Student Samples on OAKS.  
Bring awareness materials. |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Discussion Facilitator/Chapter Key Concepts</th>
<th>Reading/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb. 10</td>
<td>Students with Learning Disabilities &amp; ADHD</td>
<td>Samantha -</td>
<td>Read McLesky, Ch 3 &amp; 4 and Articles about Students with Learning Disabilities &amp; ADHD on OAKS.</td>
</tr>
<tr>
<td></td>
<td><strong>Discussion Facilitator/Chapter Key Concepts:</strong></td>
<td>Katie –</td>
<td></td>
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<tr>
<td></td>
<td>Samantha -</td>
<td>Katie –</td>
<td></td>
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<td></td>
<td>Hannah –</td>
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<tr>
<td>Feb. 17</td>
<td>Students with Communication Disorders &amp; Sensory Impairments</td>
<td><strong>Interview with Brianna Murray</strong></td>
<td>Read McLesky, Ch 8 and articles and resources on Communication Disorders and Sensory Impairments on OAKS.</td>
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<td></td>
<td>Develop questions to ask the guest speaker.</td>
<td></td>
<td><strong>Due: CWS HW 1</strong></td>
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<tr>
<td>Feb. 24</td>
<td>Students with Autism, Emotional Disabilities</td>
<td><strong>Awareness Presentations</strong></td>
<td>Read McLesky, Ch. 6 &amp; 7 and articles and resources on Emotional Disabilities &amp; Autism, on OAKS.</td>
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<tr>
<td></td>
<td>• Samantha – Oppositional Defiance Disorder (M)</td>
<td></td>
<td><strong>Due: Awareness Activity Individual Research &amp; Group Pamphlet.</strong></td>
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<td></td>
<td>• Katie – Autism (Tommy)</td>
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<td>March 3</td>
<td>Spring Break</td>
<td></td>
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<tr>
<td>March 10</td>
<td>Students with Intellectual Disabilities, Physical Disabilities, Health Impairments &amp; Multiple Disabilities and Gifted and Talented Students</td>
<td><strong>Awareness Presentation</strong></td>
<td>Read McLesky, Ch. 5 &amp; 9 and Articles about Health Impairments &amp; Gifted Education on OAKS.</td>
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<tr>
<td></td>
<td>• Hannah – Diabetes</td>
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<tr>
<td>March 17</td>
<td>Effective Practices for Students from Diverse Backgrounds</td>
<td><strong>Tip Sheet Presentation:</strong></td>
<td><strong>Due: Midterm &amp; Two Midterm IRIS Modules (First Half)</strong></td>
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<tr>
<td></td>
<td>ESOL Learners - Katie</td>
<td></td>
<td>Read McLesky, Ch. 12 &amp; OAKS articles on Poverty, Homelessness</td>
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<tr>
<td>March 24</td>
<td>Learning Strategies</td>
<td><strong>Tip Sheet Presentation:</strong></td>
<td><strong>Due: IRIS Center Cases and Information Briefs and CWS HW 2</strong></td>
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<tr>
<td></td>
<td>Graphic Organizer Activity</td>
<td></td>
<td>Read McLesky, Ch. 13; Tomlinson, Ch. 11 – 14; and OAKS articles and resources on “Effective Grading Practices”</td>
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<tr>
<td></td>
<td>Effective Instruction in the Core Content Areas: Teaching Reading, Writing and Mathematics ASCD Video Series</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Discussion Facilitator/Chapter Key Concept:</td>
<td>Due:</td>
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<tr>
<td>March 31</td>
<td>Differentiating Content, Process &amp; Products and Grading in a...</td>
<td>• Samantha -</td>
<td>2 IRIS Modules</td>
</tr>
<tr>
<td></td>
<td>Jigsaw Activity – Differentiated Instruction ASCD Video Series</td>
<td>• Katie –</td>
<td>Read McLesky, Ch. 13; Tomlinson, Ch. 11 – 14; and OAKS articles and resources on “Effective Grading Practices”</td>
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<td></td>
<td><strong>Discussion Facilitator/Chapter Key Concept:</strong></td>
<td>• Hannah –</td>
<td></td>
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<tr>
<td>April 7</td>
<td>Effective Practices for All Students: Classroom Management ASCD Video Series “Back to Square One” Activity</td>
<td><strong>Tip Sheet Presentation:</strong> Behavioral &amp; Social Learning Strategies - Hannah</td>
<td>CWS HW 3</td>
</tr>
<tr>
<td></td>
<td><strong>Tip Sheet Presentation:</strong> Behavioral &amp; Social Learning Strategies - Hannah</td>
<td></td>
<td>Read McLesky, Ch. 15 and Tomlinson Ch. 5 &amp; 6</td>
</tr>
<tr>
<td>April 14</td>
<td>Using Technology to Support Inclusion</td>
<td><strong>Discussion Facilitator/Chapter Key Concept:</strong></td>
<td>Final CWS – (Resubmit the graded section with my feedback. Significant point deductions will occur if this section is not resubmitted.)</td>
</tr>
<tr>
<td></td>
<td><strong>Discussion Facilitator/Chapter Key Concept:</strong></td>
<td>• Samantha -</td>
<td>Read McLesky, Ch. 16</td>
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<td></td>
<td>• Katie –</td>
<td>• Hannah –</td>
<td></td>
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<tr>
<td></td>
<td>• Hannah –</td>
<td></td>
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<tr>
<td>April 21</td>
<td>Last Class</td>
<td></td>
<td>Final 2 IRIS Modules</td>
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<td>TBA</td>
<td>Share Final CWS Projects (Final)</td>
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<td>Final Exam</td>
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<td><strong>Due:</strong></td>
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