# University of Southern California

## Rossier School of Education

### Course Syllabus

**EDUC 519: Human Differences**

**December 2013**

**INSTRUCTOR**:

**Office Hours**:

**Phone Number:**

**Email:**

**INTRODUCTION AND PURPOSE**

Human difference refers to characteristics and conditions that identify, distinguish, and differentiate individuals based on social and cultural experiences, as well as naturally occurring physical and intellectual challenges and abilities.  Perceptions and reactions to human differences influence interactions and relationships among groups and individuals. This is particularly true in contexts such as schools and classrooms.  Policies and practices related to human differences have the potential to influence the quality of education received by individuals and groups.

The content in this syllabus is meant to address the California Teacher Preparation Standard 3, (Foundational Educational Ideas and Research); Standard 5 (Professional Perspectives Towards Student Learning and the Teaching Profession), Standard 10 (Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning), Standard 13, (Preparation to Teach Special Populations (Students with Special Needs in the General Education Classroom), and Standard14 (Learning to Teach Through Supervised Fieldwork) . These standards are aligned to Course objectives, which align with standards for the Educational Specialist credentials are SPEDGRS 3 (Education Diverse Learners), 5 (Assessment of Students), 11 (Typical and Atypical Development), 12 (Behavioral, Social and Environmental Supports for Learning); MMPS 1 (Characteristics of Students with Mild to Moderate Disabilities) & 6 (Case Management).

**COURSE OBJECTIVES**

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| **Objectives**  **Upon completion of this course candidates will be prepared to:** | **Alignment with Unit Conceptual Framework and Strategic Plan (Goal 2) Guiding Principles** | **SB2042 Standards** |
| Unit 1- Demonstrate an understanding of how one’s own beliefs interact with characteristics of classroom students in Paper 1. *TPE 12; SPEDGPS 2, 5* | Learning  Accountability | Mastery: 3, 5, 10, 13 |
| Unit 2 – Demonstrates knowledge of “typical” student developmental characteristics and differences by aligning them with appropriate instructional strategies in Paper 2. *TPE 6; SPEDGPS 3; MMPS 1, 6* | Learning | Reinforce: 3, 5, 10,13 |
| Units 4/5 - Participate in activities that explore higher incidence and lower incidence learning and differentiate instruction for this range of students in Paper 4. *TPE 6; SPEDGPS 3; MMPS 1, 6* | Learning  Diversity | Reinforce: 3, 5, 13,14 |
| Units 2,3,5 - Identify strategies to mediate the learning environment to acknowledge and address the diversity that students bring and inequity they face in the classroom in Paper 3. *TPE 11*. | Leadership  Diversity | Reinforce: 3, 5, 9, 13, 14 |
| *Unit 3, 4 -*Identify strategies to help classroom students learn to actively advocate for equity for self and peers to promote opportunity and access, Unit 4 class discussion related to *the class*. *TPE 9; SPEDGPS 1* | Leadership  Diversity | Introduced: 3, 5, 9, 13 |
| *Unit 5 -* Compare and contrast traditional and authentic methods of assessment and the information they are able to gather from various types of assessments. Unit 5 in preparation for IEP and related class discussion*- TPE 3, 8 9; SPEDGPS 5, 11* | Accountability | Reinforce: 3, 5, 6, 13 |
| *Units 1,3, 4* Gain an awareness of and discuss the range of racial, cultural, ability, language and social needs of students that need to be considered when planning pedagogy, Paper 1 and Paper 3 and unit discussion. *-TPE 8, 9; SPEDGPS 3*). | Learning  Diversity | Reinforce: 3, 5, 6, 10, 13,14 |
| *Units 2,3* Generate the kinds of questions to be asked and considerations to be made when planning instruction that meets the learning needs of all children. Paper 2 and related class discussion *- TPE 8, 9; SPEDGPS 11; MMPS 1, 6*. | Learning  Diversity | Reinforce: 3, 5, 6, 10,13, 14 |
| *Units 1, 2, 3, 4, 5* Demonstrates the use of academic language when describing the learning environment, characteristics of students, developing instructional plans, and communicating with colleagues and families. Papers 1-4 and related class discussion*–TPE 8, 9; SPEDGPS 3, 5, 11* | Learning | Reinforce: 3, 5, 10, 13, 14 |

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| **INCOMPLETES** |
| IN – incomplete (work not completed because of documented illness or some other emergency occurring after the 8th week of the term; arrangements for the IN and its removal should be initiated by the student and agreed to by the instructor prior to the final exam); IX – lapsed incomplete.  **Conditions for Removing a Grade of Incomplete** - If an IN is assigned as the student’s grade, the instructor will fill out the Incomplete (IN) Completion form which will specify to the student and to the department the work remaining to be done, the procedures for its completion, the grade in the course to date and the weight to be assigned to the work remaining to be done when computing the final grade. A student may remove the IN by completing only the portion of required work not finished as a result of documented illness or emergency occurring after the eighth week of the semester. Previously graded work may not be repeated for credit. It is not possible to remove an IN by re-registering for the course, even within the designated time.  **Time Limit for Removal of an Incomplete -** One calendar year is allowed to remove an IN. Individual academic units may have more stringent policies regarding these time limits. If the IN is not removed within the designated time, the course is considered “lapsed,” the grade is changed to an “IX” and it will be calculated into the grade point average as 0 points. Courses offered on a Credit/No Credit basis or taken on a Pass/No Pass basis for which a mark of Incomplete is assigned will be lapsed with a mark of NC or NP and will not be calculated into the grade point average. |

**DISTANCE LEARNING** *(if applicable)*

This course is offered both on-line and on campus; the activities, expectations and requirements are identical between the two versions. The on-line course is conducted through a combination of real time and asynchronous modules, just as the on-campus version is conducted with some in-class and out-of-class sessions. About 70% of the course will occur asynchronously. All candidates will be required to complete assignments on-line, in the field and independently along with completing related reading assignments. The time needed to complete all assignments fulfills course unit time requirements.

By this point in the program, candidates' level of technical competence should include basic knowledge of the Internet. They should have an account on, at least, one site that allows people to interact with one another (e.g. Facebook, MySpace, Skype, etc.). Basic tasks will include posting attachments, opening and posting discussion forums and uploading assignments including video clips (the mechanics of this will be taught). As in past courses, candidates will need to be able to video record their interactions with candidates (which may be accomplished through the use of a portable micro video camera) and upload edited versions (time limited) of their work. In addition, to complete assignments and access course documents, candidates should have some familiarity with Microsoft Word, Power Point, Excel, and basic Internet surfing.

Candidates will have ongoing access to the instructor and fellow classmates throughout the course. Through the Course Wall, e-mails, course calendars, and Forums, the instructor will maintain ongoing communication with candidates. These tools also provide candidates with a variety of ways to contact the instructor, share their ideas, comments and questions through private and public means. In addition, candidates will be made aware of real-time opportunities to engage in discussions with the instructor and their fellow classmates. The Course Wall provides a place for the instructor to share new information and new postings. Due dates will automatically appear both on a student’s homepage and in their calendar.

E-mail and chat will be the primary forms of immediate communication with the instructor. E-mail will be checked on a daily basis during the weekdays and will be responded to within 48 hours. The course calendar provides candidates with assignment due dates and notification of scheduled office hours for all faculty members teaching this course. Candidates may attend office hours with any instructor; however, if a student has a specific question about assignments or coursework, it is preferable to attend office hours with your instructor of record.

The Forum provides candidates a place to post questions, comments, or concerns regarding readings and assignments at any time during the duration of the course. In addition to weekly Class Time sessions, the Forum is the primary location for candidates to communicate their learning with one another. It will be open at all times for postings and reactions.

All required materials will be prepared and posted prior to the start of the course, but an instructor may add additional optional material at any point. All links and attachments will be checked weekly for updates.

**In the Event of Technical Breakdowns**

Candidates may submit assignments to the instructor via e-mail by the posted due date. Remember to back up your work frequently, post papers on the LMS (Learning Management System) or in Blackboard once completed, load files onto a power drive, and keep a hard copy of papers/projects.

**Standards of Appropriate Online Behavior:**

The protocols defined by the USC Student Conduct Code must be upheld in all online classes. Candidates are not allowed to post inappropriate material, SPAM to the class, use offensive language or online flaming. For more information, please visit:

< <http://www.usc.edu/student-affairs/SJACS/> >

**ACADEMIC ACCOMMODATIONS**

The University of Southern California is committed to full compliance with the Rehabilitation Act (Section 504) and the Americans with Disabilities Act (ADA). As part of the implementation of this law, the university will continue to provide reasonable accommodation for academically qualified candidates with disabilities so that they can participate fully in the university’s educational programs and activities. Although USC is not required by law to change the “fundamental nature or essential curricular components of its programs in order to accommodate the needs of disabled candidates,” the university will provide reasonable academic accommodation. It is the specific responsibility of the university administration and all faculty serving in a teaching capacity to ensure the university’s compliance with this policy.

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m. - 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-7766.

**ACADEMIC INTEGRITY**

The University’s Student Conduct Code articulates violations that are most common and readily identifiable. Conduct violating university community standards that is not specifically mentioned still may be subject to disciplinary action. General principles of academic honesty include and incorporate the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own. All candidates are expected to understand and abide by these principles.

Sanctions for violations of the university Student Conduct Code are assessed appropriately for the cited violation. Sanctions will be considered in light of candidates’ entire conduct records at the university and will be designed to hold candidates accountable for their actions and the resulting or potential consequences of such actions, to promote the educational well being of candidates and to protect the educational environment of the university and the safety of its community.

All academic integrity violations will result in an academic consequence. Failure to comply with the terms of any imposed sanctions may be considered an additional violation.

Scampus, the USC student guidebook contains the Student Conduct Code and information on Academic Integrity. It is the student’s responsibility to be familiar with and abide by these guidelines, which are found at:

<http://web-app.usc.edu/scampus/>

A summary of behaviors violating University standards can be also found at:

<http://web-app.usc.edu/scampus/1100-behavior-violating-university-standards-and-appropriate-sanctions/>

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| **COURSE REQUREMENTS (*see descriptions)*** |
| 1. Teacher Candidates will complete **all work assigned in each unit, readings and assignments**, by the designated date. **Completing reading is critical** to the synthesis necessary for reflection and all written assignments. *Written work not submitted by the date assigned will be subject to a loss of .5 point per day*, **unless the professor has been contacted and both the Candidate and Professor have agreed upon an alternative plan for completion.** 2. **Participation in a bi-weekly, videoed and posted on wall, Shared Dialogue Group** (1 per unit) is required.      1. **Observation:** Since all credential-seeking Candidates taking Human Differences are also taking Guided Practice A or B please set aside 2 hours a week to observe your Guiding Teacher and the class. 2. **If you are a “Masters” Candidate in your own classroom**, videotape yourself for 2 hours a week teaching or observe a peer for a 2-hour period. 3. **If you are a “Masters” Candidate not in your own classroom** you are required to observe during a 2-hour fieldwork component. 4. **Class Time** will be led by the professor each week, to mediate the content taught in each unit. Observations and Shared Dialogue Groups sessions for that week/unit should be completed in preparation for Class Time, whenever possible.   The professor will also hold **Office Hours** weekly for students to pose questions and seek clarification. Your professor will inform you of Office Hours during your first Class Time session. Students may also contact their professors via email. Please note that every effort will be made to respond to email with a 48-hour period.  Total Contact hours weekly: Class Time (120), SDG (45), Office Hours (60) = 3.45 hours per week for a 3 unit course.  Candidates may not opt out of completing any of the course assignments regardless of point total.  **TEXTBOOKS AND OTHER MATERIALS**  Harry, B., Klinger, J., & Cramer, E, (2007). *Case Studies of Minority Student Placement in Special Education. Teachers College Press* Hollins, E. (2008). *Culture in School Learning: Revealing the Deep Meaning* 2nd edition.New York: Routledge. ISBN-10: 0805841083 ISBN-13: 978-0805841084Lee, S. J. (2009). *Unraveling the “Model Minority” Stereotypes: Listening to Asian American* *Youth.* New York: Teachers College Press. *the class*, a film by Laurent Cantet. SONY Picture Classics (buy or rent) Available through Netflicks, Amazon or other film rental vendors.  Course Reader – Selected journal articles (additional articles will be posted on course wall).  **NOT REQUIRED BUT HIGHLY ENCOURAGED (Except** Chapter 14 in Unit 5, which will be posted on the course wall).  Ormrod, J. E. (2008). *Educational Psychology, 7th (from EDUC 518) OR 8th edition (8th edition chaps may vary).* Upper Saddle River, New Jersey: Pearson Education, Inc. Alignment with class topics is provided on chart, page 8. |

**PAPER # 4 is the SUMMATIVE COURSE ASSESSMENT: Differentiation, Technology and Application**

**Up to 30 points – Prior to Class Time in Week 10**

**PART 1: Focus on one student from your current classroom whose learning needs represent a learning difference.**

* Research a learning difference or set of characteristics a student in your class presents (Auditory/Visual Processing difficulties, developmental delay, Cerebral Palsy, Autism, Bi-polar Condition, Emotional/Behavioral Disorder, Spinal Cord Injury etc.) **in at least two (outside) scholarly journals**. A scholarly journal is peer-refereed and research based, which is not a part of required course readings.
* In your **Shared Dialogue Group (SDG) for Unit 5** share your research with members of your group for varying points of view and additional input. Be sure to use professional terms to teach your SDG colleagues about this student and his/her social and academic learning characteristics. The group host should record this session (as your Unit 5 SDG) and like all other unit group discussions, provide your instructor with access (the URL) to the recorded session.

In a 5-7 page double spaced paper:

**PART 2: What to consider when differentiating instruction for this student:**

* Describe the student’s individual characteristics with regard to language development, social interaction, mobility, and academic achievement (Paper 2) and anything else that you have learned about their difference.

* Provide a description of your classroom context, socially and academically and how it does or does not currently meet your selected student’s learning needs (Paper 3).
* Reflect upon **how this student makes you feel and why you think you have this response. What were your initial personal and professional** responses to this student? Analyze how dialogue with peers during your SDG caused you to see the student differently or did it affirm what you originally felt about this student (Paper 1)?
* After reviewing your 9 weeks of **observational data**, reflect upon and describe what works to engage this student in learning or propose what might work based on your observation.

**PART 3:**

1. Using a lesson plan (include plan in paper) that you have taught or are planning to teach, describe **how you will differentiate the instruction to meet the student’s specific needs.** **Describe instructional strategies and /or scaffolding you would implement related to your research of the student’s learning characteristics.** Consider references from the readings from your Social Context, Learning Theory, and Human Difference courses **to provide rationale for your revisions** of the social and academic experience.
2. In a clearly identified section **add instructional technology** that you could use to further motivate or facilitate this student’s learning. Use references from Pedagogy, Multi-Media Literacy, Guided Practice or another course you have taken or the literature to provide rationale for your choices.
3. **Teach or re-teach the lesson** with revisions. Immediately after the lesson, **complete a quick-write about how you feel the lesson went socially and academically** (no more than 1 page and include in your paper).

* What was the response from the student you selected?
* Why do you think you got this response?
* What is your next step? Why?

1. If you cannot re-teach, predict what might happen with rationale. Be sure to **connect the revisions (differentiation and technology) to the specific student, and the learning characteristics that** you have identified and described in **PART 2. Be intentionally reflective and honest** about how you feel about this student. Try to make any connections between revision choices and the student response. It is fine if you do not receive the response you were hoping for. The most important part is why you think you received the responses you did, and your proposed next steps.

**ON-GOING ASSIGNMENTS – These assignments are found in every unit.**

**School Observations and Field Notes** – Credit/No Credit

1. Candidates will complete *Human Difference* during Guided Practice A or B. They are expected to set aside 2 hours weekly to observe in the classroom. Completing weekly observations is critical to meeting course objectives. Candidates who are on the Masters Only path can videotape themselves teaching and observe their own practice from their own classroom.
2. **Candidates will be required to be complete Field Notes during each observation.** The format for field notes will respond to the prompt “what I see” during the observation. Following the observation, you will share your thoughts and feelings by responding to “what I think” and “what I feel.” See “observation template” provided online. You must complete 8 weekly sets of field notes (weeks 2-9). You do not post these notes to the LMS. **HOWEVER**, **they are critical as raw data for each assignment, especially the Summative Course Assessment.**

**Shared Dialogue Groups:** Up to 4 points will be earned for each unit meeting (Up to 20 points possible)

1. Active participation in one 45-60 minute **Shared Dialogue Group (SDG) is required for each unit**. Candidates will engage in a shared discussion related to the readings and videos, upcoming Class Time topics, and/or key questions presented as part of each unit. Each group will consist of 4-6 candidates. **During each meeting the role of the facilitator will be held by a different member of the group**.
2. During the course the instructor will assign each group dates to bring an activity to Class Time to facilitate a short discussion, related to Class Time topic. Each group will be assigned this responsibility one or two times during the 10-week session. The goal of the activity is active involvement of all class members.
3. **The role of group facilitator will rotate each week**. The Facilitator will be responsible for convening and leading the group, recording the session and posting the link to the session the course wall. See the Shared Group Discussion rubric, in the toolbox, for success with this assignment. Dialogue groups will be pre-determined by the instructor. The candidate must remain in the same group for the duration of the course.In order to receive the full 20 points each Candidate will fulfill this role at least once.

**Class Time –** Up to 2 points will be awarded for each session (20 points possible)

1. Candidates are expected to meet with their instructor and classmates for 120 minutes per week.
2. **To receive full credit for Class Time, candidates must:**
   * **be present through a** computer/monitor, video camera, and audio connection. **Candidates connected by audio only, are not eligible for the maximum point value assigned during Class Time.**

**(In the event that you are experiencing technical problems that hinder your ability to fully participate, contact your instructor. These types of interruptions are not frequent. If you have an emergency and make your instructor aware of an** unusual or emergency situation**, you will not be held accountable for such events).**

* + **be on time** and complete Classtime**.**
  + **You are expected to ask questions, listen and actively participate in both planned and impromptu class discussions**, so long as the discussion forwards the purpose of the class. Effort invested during Class Time will reduce the effort necessary outside class. Reading and SDGs should be completed prior to participation in Class Time.

**Overview of Units and Assignments**

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| **UNIT 1 – Weeks 1 and 2: TEACHER** | **Readings Due** | **Assignments Due** |
| **Week 1** - Self: What do I Bring to the Learning Experience? | **Hollins, E. (2008).** *Culture in School Learning: Revealing the Deep Meaning*  of Education 1: 235-2  **Solomon, D. et al (1997)** *Teacher Practices Associated with Students’ Sense of Classroom as a Community* (Will be posted on class wall). | **Take** a virtual tour!  (See page 10) |
| **Week 2** - Sources of a Learner Identity  ***Reference:***  ***Ormrod. J.E.*** *Chapter 3, Personal and Social Develop****ment)*** | **Adams, G and Marshall, S.K. (1996).** *A developmental social psychology of identity: understanding the person in context*. (course reader).  **Camargian, P. (2010).** *Starting with Self: Teaching Autoethnography to Foster Critically Caring Literacies*(course reader). | **Watch Learner Identity Panel - LMS**  **Paper # 1 -Autoethnography: What Do I Bring to the Teaching and Learning Process? –** Up to 10 points – Due Jan 6, 2014 |
| **UNIT 2 – Weeks 3 and 4: LEARNER** |  |  |
| **Week 3** - What is human development? | **Lee, S. J. (2009).** *Unraveling the "Model Minority" Stereotypes: Listening to Asian American Youth***.** | **Review of Common Core Standards:** (<http://www.corestandards.org/>) |
| **Week 4** - Human Likeness: Maturation Overview: Intellect, Problem-Solving/ Moral Issues; Physical Growth and Development; Social/Cultural Context.  ***Reference:***  ***Ormrod, J.E.*** *Chapter 2, Cognitive and Linguistic Development)* | **Kindlon D. and Thompson, M. (2002).** *Thorns Among Roses: The Struggle of Young Boys in Early* Education  (course reader) | Paper # 2 - Common Core Standards Review - Up to 10 points – Due Day 28 |
| **UNIT 3 – Weeks 5 and 6: LEARNER** |  |  |
| **Week 5** - Perceptions and reactions related to students with learning differences. | **Haberman, M. (1991).** Pedagogy of Poverty Versus Good Teaching (course reader). | **Watch** “Inclusion Strategies” video - LMS |
| **Week 6** – What do reactions to learner differences look like in the classroom?  ***Reference:***  ***Ormrod, J.E.*** *Chapter 4, Group Differences.* | **Harry, B., Klinger, J., & Cramer, E. (2007).** *Case Studies of Minority Student Placement in Special Education.*  Read Chaps 1 and 2 and *at least* one of the case study chapters. | **Paper # 3 - Case Study Analysis –** Up to 10 points – Due Day 42 |
| **UNIT 4 – Weeks 7 AND 8: TEACHER and LEARNER** |  |  |
| **Week 7** - Social and Academic Strategies | **National Education Association. (2006).** *The Twice-Exceptional Dilemma* (course reader).  **Garcia, S., and Ortiz, A. (1988).** Preventing Inappropriate Referrals of Language Minority Students to Special Education (course reader). | **Watch** *the class* movie available for rent (Netflix’s etc.) or Instant Streaming or purchase Amazon. |
| **Week 8** – How do we construct positive learning environments with students and what do they look like?  ***Reference:***  *Ormrod, J.E.**Chapter 13: Creating a Productive Learning Environment* | **Meyer, E.J. (2007).** “But I’m Not Gay”: What Straight Teachers Need to Know About Queer Theory. *Queering Straight Teachers: discourse and identity in education* (course reader) | **Begin** preparing/researching for: MOCK IEP and SUMMATIVE COURSE ASSESSMENT. |
| **UNIT 5 – Weeks 9 and 10 - LEARNING** |  |  |
| **Week 9** – Assessment: Choosing assessments that fairly identify specific learner needs and collect authentic evidence of student ability and learning.  ***Reference:***  *Ormrod: Chapter 5: Individual Differences and Special Educational Needs.* | **All MOCK IEP** printed resources  **Shaddock, A., Giorelli, L., and Smith, S. (2007)** *Students with disabilities*  *in mainstream classrooms. A resource for teachers* (course reader).  ***Ormrod, J.E.*** *Chapter 14: Classroom Assessment Strategies – 8th edition (Professor will provide on course wall).* | **Watch Video** - “What is an IEP?”  SUMMATIVE COURSE ASSIGNMENT –Due prior to class, Week 10 |
| **Week 10** – Conducting the IEP | **Rueda, R., Gallego, M. & Moll, L. (2000).** The Least Restrictive Environment: A Place or a Context (course reader).  **Santamaria, L. (2009).** Culturally Responsive Differentiated Instruction: Narrowing Gaps Between Best Pedagogical Practices Benefiting All Learners (course reader). | **Participation in MOCK IEP –** C/NC – Class time Week 10  **PAPER # 4 - SUMMATIVE COURSE ASSESSMENT: Differentiation, Technology and Application -**Up to 30 points- Due before class, Week 10 |

**Assignments by Unit**

**Unit 1**

**Panel Discussion Video** – consider this video as you formulate your thoughts for your Shared Dialogue Group and Week 1 Class Time Discussion.

**Paper # 1 -Autoethnography: What Do I Bring to the Teaching and Learning Process? –** Up to 10 points – Due Jan. 6, 2014

Autoethnography is an instructional tool to assist candidates in examining the ways they “experience, exist and explain their identities – who they are, what they stand for, and why – and to recognize their racial, cultural and gendered social relations (Camargian, 2010).” Autoethnography “is a way of reading between the lines of {our} own lived experiences (Alexander, 1999)” and the experiences of those who share similar experiences, in order *to gain insight of oneself and others who share those experiences.*

Read *Starting with Self: Teaching Autoethnography to Foster Critically Caring Literacies,* (Camargian 2010; Course Reader): After a process of focused critical reflection:

1) Construct a narrative that shares something you have learned *about yourself* (auto), from within your *cultural context* (ethno), *written about yourself* as “a member of a larger social group”(graphy). As you reflect and write, consider how you personally experience the world? What is your salient identity, or in other words, what part of yourself do you consider most influential when interacting with others and the world at large?  Is it your gender? Race? Culture? Religion? Something else?  Examine the ways you relate to the world through elaborating on your own primary lens.

2) In this paper explore a conflicting, discriminating and/or alienating set of effects on traditionally marginalized communities in a dominant society. Explore connections across cultures oppressed by this effect of a dominant culture.  Would you consider yourself part of the dominant or marginalized part of society? Explain.

3) How could the knowledge that you have gleaned in parts 1 and 2 influence your pedagogy? How will you personally create classroom conditions that promote student empowerment, empathy, and a positive classroom culture in urban schools? Furthermore, how could you specifically use autoethnographies in your own classroom to promote an empathetic and caring culture? To illustrate your points, include in your paper specific examples based on learning theories and culturally relevant pedagogic techniques, include classroom structures/practices that could inspire classroom communities and an empowered student body, and incorporate avenues that could lead to move inclusion of traditionally marginalized communities.  Feel free to elaborate on ideas that were presented in the article (Camargian, 2010)

**Complete a virtual tour of one of the following sites and share it with your colleagues during Unit 1 SGD:**

* Shoah Foundation Website <http://college.usc.edu/vhi/>, The Testimonies
* Museum of African American Studies <http://www.afroammuseum.org/> Black Heritage Trail
* Asian Pacific Museum <http://www.pacificasiamuseum.org/> Pod casts and videos
* All Kinds of Minds <http://www.allkindsofminds.org/> Mind to Mind Discussion Group
* Human Rights Watch <http://www.hrw.org/>
* It Gets Better <http://www.itgetsbetter.org/>

### Unit 2

### Paper # 2 - Common Core Standards Review - Up to 10 points – Due Day 28

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“Building on the excellent foundation of standards states have laid, the Common Core State Standards are the first step in providing our young people with a high-quality education. It should be clear to every student, parent, and teacher what the standards of success are in every school.” (<http://www.corestandards.org/>). Common Core Standards are the academic standards, which have been adopted across the country by a majority of states. They work toward consistently implementing high standards for all public school students.

Multiple Subject (elementary) candidates will review language arts standards for this assignment. Secondary candidates will ­­review the standards for the subject matter and grade level where they are currently assigned in Guided Practice A or B.

1. Describe a unit presently being taught in your classroom. If the class has not yet implemented the Common Core Standards, identify the CCSS in alignment with your current content. **Analyze whether the *content* being taught is at the same grade level as where it is addressed by the Common Core Standards.**  Summarize this alignment or discrepancy and the effect it has on student learning.
2. Based upon your readings, observations and SDG discussions, **describe a student “typically developing” at your grade level. Consider the typical cognitive, social, physical, moral and linguistic characteristics** of this age/grade level. The Ormrod reference material is excellent for this.
3. Integrating your observations from daily guided practice, SDG’s, and completion of this unit’s readings and Class Time,

* **Use learning theory and observation of practice, describe and analyze the effectiveness of the instructional strategies chosen to teach this content** and the resulting student learning outcomes.
* Do examples of students work support your discussion?
* Analyze whether the chosen instructional strategies are an appropriate developmental match for the classroom students, based upon your description above.
* How does the teacher facilitate student to student and teacher to student interaction and other instructional/environmental strategies, to connect with the developmental characteristics of students at this age.

**Unit 3**

**Video - “Inclusion Strategies” -** Watch Julie Bissell, OT, USC School of Occupational Therapy, as she uses various classroom inclusion strategies to address students with learning differences in the classroom. **C/NC**

**Paper # 3 - Case Study Analysis –** Up to 10 points – Due Day 42

**Read at least one case study** **and Chapters 1 and 2 in** Harry, B., Klinger, J., & Cramer, E, *Case Studies of Minority Student Placement in Special Education.* If you are a secondary student you may chose from this book or from secondary case studies provided by your professor.

**Using the first two chapters for reference, respond to one question at the end of the case study you have chosen by:**

### Presenting a summary of the chosen case study, analyzing it from the multiple points of view of the individuals involved

### Choosing 2 passages (a passage is a 3-4 line quotation) from the case study or chapters 1 & 2 to support your written response;

### Referencing at least 2 outside sources (IDEA, NCLB, district statistics, published definitions of special characteristics, or scholarly (research-based) articles (neither Ormrod nor the standards are scholarly articles. Articles chosen must be outside those read for this course) to support written response.

### Relating question response to a current or past observation or teaching experience and describe your response to that experience.

PARTS 1-3 may be done **collaboratively** with your SDG, which would mean that the members of your group are listed on your paper and these parts would read the same. PART 4, **must be your own** so this last section will read as an individual application.

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**Unit 4**

**Watch** *the class* film and be prepared to synthesize the concepts of the movie through discussion and participation in activities in the following CLASSTIME.

Begin preparing for SUMMATIVE COURSE ASSESSMENT: PAPER # 4: Differentiation, Technology and Application

**Unit 5**

**Video - “What is an IEP?”** - Ungraded

After watching the video, locate a copy of your district’s Individual Education Plan (IEP) form. How does your district’s IEP address differentiation, assessment and access/equity? Be prepared to contribute this knowledge during Class Time 10 MOCK IEP.

**MOCK IEP –**Professor will assign one student from Harry et al as the student for whom the class holds a MOCK IEP **During class time, Week 10**. To earn CREDIT Candidates will:

1. When preparing for MOCK IEP identify points that the educational professional or family member whose role Candidate is assuming would want to contribute and/or address during the IEP.
2. Research the role of the educational professional whose role they are assuming.
3. If Candidate is assuming the role of a family member, interview a parent (friend, family member, acquaintance or parent of a current student) about their experience with the IEP process.
4. REVIEW ALL resource material presented by professor for this learning experience.
5. Fully participate within the within the parameters of the role being assumed.

### View the following websites – The following websites provide additional information related to Special Education - ungraded.

<http://idea.ed.gov/explore/home> IDEA 2004

<http://sped.lausd.net/index.html> LAUSD Special Education site - current

<http://www.nationalcenter.org/brown.html> Brown vs. Board of Education1954

<http://www.eeoc.gov/policy/vii.html> Civil Rights Act 1964

Summary of Lau v. Nichols 1974 - course reader

**SUMMATIVE COURSE ASSESSMENT: PAPER # 4**: Differentiation, Technology and Application Due before Class time Week 10.

**COURSE AND ASSIGNMENT OVERVIEW**

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| **Unit** | **Assignment** | **Due Date** | **Points** |
| **1** | What Do I Bring - Autoethnography | Jan. 6, 2014 | 10 |
| **2** | Common Core Standards Review | Day 28 | 10 |
| **3** | Case Study Analysis | Day 42 | 10 |
| **4** | Mock IEP | In Class Week 10 | C/NC |
| **5** | In Class Assignments (Class Time) | Weekly | 20 |
| **6** | Shared Group Dialogue | Each Unit | 20 |
| **7** | Summative Course Assessment: Differentiation, Technology and Application | Day 70 | 30 |

**TOTAL: 100**

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| **GRADE DISTRIBUTION TABLE** |
| A 100-95%      B+ 89-86%        C+ 79-76 %    D+ 69-66%   F 59-0% A- 94-90%       B   85-83%     C   75-73%     D   65-63%                     B- 82-80%     C- 72-70%     D-  62-60% |

**UNIT GUIDE**

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| **Unit 1: Self: What do I Bring to the Learning Experience** |
| **Problem of Practice:** Classroom teachers often are not aware of the perceptions they bring to the learning environment. |
| **Week 1**  **Observation** **1**: Observe teacher to student and student-to-student interactions.  **Class Time Topic**: What do I bring to the learning experience?  **Week 2**  **Observation** 2: Observe a child that is different in some way (other than age) from you.  **Class Time Topic**: Sources of Learner Identity  **Shared Dialogue Group Key Questions for Unit 1 (choose 1-2)**  What have my experiences been working with students different from myself? How might this affect my teaching?  How wide a range of experiences have I had related to race and ethnicity, culture and religion, gender, ability, socio-economic status, physical appearance and dispositional differences?  Am I aware of thoughts and feelings I bring to the classroom in response to a range of human differences? How might this affect my teaching? What responses do my observations engender in me?  How do children integrate the social, academic and intellectual experiences they are presented with to construct a “learner identity?” |
| **Course Objectives and Standards Addressed:**  Integrate an understanding of how one’s own beliefs interact with characteristics of classroom students (*Unit 1 - CTC Standard 5 10; TPE 12; SPEDGPS 2, 5*).  Demonstrates the use of academic language when describing the learning environment, characteristics of students, developing instructional plans, and communicating with colleagues and families (*Units 1, 2, 3, 4, 5 – CTC Standard 5, 13, 14; TPE 8, 9; SPEDGPS 3, 5, 11)* |
| **Unit 1 Assignments**  Viewing Panel of Experts  Reflective Paper: What Do I Bring to the Teaching and Learning Process – Writing an Autoethnography -10 point potential.  Complete a virtual tour of the following sites:  Shoah Foundation Website <http://college.usc.edu/vhi/>, The Testimonies  Museum of African American Studies <http://www.afroammuseum.org/> Black Heritage Trail  Asian Pacific Museum <http://www.pacificasiamuseum.org/> Pod casts and videos  All Kinds of Minds <http://www.allkindsofminds.org/> Mind to Mind Discussion Group  Human Rights Watch <http://www.hrw.org/> |
| **Unit 1 Readings**  **Hollins, E. (2008). *Culture in School Learning: Revealing the Deep Meaning* 2nd edition.**  **New York: Routledge. ISBN-10: 0805841083 ISBN-13: 978-0805841084**  Hollins introduces pre- and in-service teachers to the centrality of culture in learning in this book. Culture is redefined in a deep way and related to cognition and learning. A reflective-interpretive-inquiry approach to linking student backgrounds to instruction is applied.    **Solomon, D. et al (1997)** *Teacher Practices Associated with Students’ Sense of Classroom as a Community* (Will be posted on class wall).  **Adams, G and Marshall, S.K. (1996).** A developmental social psychology of identity: understanding the person in context. Journal of Adolescence, 19, 429-442.  This essay provides a theory of identity development based on authors’ reading, research, observations and clinical experience. The essay also discusses socialization processes, nature of the self, growth and development processes, and environmental influences on identity (course reader).  **Camargian, P. (2010). Starting with Self: Teaching Autoethnography to Foster Critically Caring Literacies. Research in the Teaching of English Volume 45, Number 2, November 2010.** Autoethnography is an instructional tool to assist Candidates in examining the ways they “experience, exist and explain their identities – who they are, what they stand for, and why – and to recognize their racial, cultural and gendered social relations (Camargian, 2010).” Autoethnography “is a way of reading between the lines of {our} own lived experiences (Alexander, 1999)” and the experiences of those who share similar experiences, in order to gain insight of oneself and others who share those experiences (course reader).  **Reference:** Ormrod. J.E. (text) Chapter 3, Personal and Social Development. |

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| **Unit 2: LEARNER: What is human development?**  **Weeks 3 &4** |
| **Problems of Practice**  Classroom teachers are not adequately prepared to address a wide range of student needs and differences (language, ability, culture, gender, socio-economic, learning).  Classroom teachers may confuse ability with stereotypic labels.  Classroom teachers need to be well informed about “typical” child characteristics and differences, to be able to differentiate between students needing well chosen teaching strategies and those needing special services. |
| **Week 3**  **Observation 3**: Observe for “typical” actions and interactions of children at this grade level. What were these students doing, saying and learning? Be specific, as this observation will link to a discussion of academic standards later in this unit.  **Class Time Topic**: What is Human Development?  **Week 4**  **Observation 4**: Look to see whether the lesson being taught corresponds to Common Core Standards (CCSS) for this grade level in this subject matter content. Observe 2-3 students for their reaction to the learning experience being presented.  **Class Time Topic**: Human Likeness: Maturation Overview:  Intellect - Problem-Solving/ Moral Issues - Physical Growth and Development and  Social/Cultural Context  **Shared Dialogue Group Key Questions for Unit 2 (choose 1-2)**  How well informed am I regarding growth and development of K-12 classroom students?  What are appropriate learning expectations for elementary, middle school or senior high school students?  What patterns did I observe related to student response to the learning experience? How do state standards reflect knowledge of how children learn?  Why do you think we have state standards? How will you know if student work and learning experiences are insuring that student reach their highest potential. |
| **Course Objectives and Standards Addressed**  Be well informed about “typical” child characteristics and differences (*Unit 2 – Standard 3 10;TPE 8; SPEDGPS 3, 11*).  Think about the kinds of questions to be asked and considerations to be made when planning instruction that meets the learning needs of all children (*Units 2,3 - CTC Standard 10,13,14; TPE 8, 9; SPEDGPS 11; MMPS 1, 6*).  Demonstrates the use of academic language when describing the learning environment, characteristics of students, developing instructional plans, and communicating with colleagues and families (*Units 1, 2, 3, 4, 5 – CTC Standard 5,10, 13, 14; TPE 8, 9; SPEDGPS 3, 5, 11)* |
| **Unit 2 Assignments**  PAPER #2 -Common Core Standards Review Due Day 28 |
| **Unit 2 Readings**  **Review of Common Core Standards:** (http://www.corestandards.org/)  Lee, S. J. (2009). **Unraveling the "Model Minority" Stereotypes: Listening to Asian American Youth. Teachers College Press, New York. ISBN: 0807735094,**  The author of this book examines the development of racial and ethnic identity in Asian American students in the context of a public high school and the larger society. The stereotype that all Asian Americans are high achievers and its effect on students and their relationships to other groups is explored.  **Kindlon D. and Thompson, M. (2002). Thorns Among Roses: The Struggle of Young Boys in Early Education (Chapter 7); The Jossey-Bass Reader on Gender Education, Jossey-Bass Education Series.**  Discusses the unique learning characteristics of many boys and how these can reflect negatively on them as learners, even when they are typical characteristics and behaviors.  **Reference:** Ormrod, J.E. Chapter 2, Cognitive and Linguistic Development |

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| Unit 3: LEARNER: Perceptions and Reactions Related to Learner Differences |
| Problems of Practice  **Classroom teachers are not adequately prepared to address the wide range of student needs and differences (language, ability, culture, gender, socio-economic, learning).**  Classroom teachers may confuse ability with stereotypic labels and/or learning differences.  Classroom teachers do not hold children they perceive as “less” to high expectations. |
| **Week 5**  **Observation** 5: Observe a student who appears to have special needs and document the interaction between the child, his or her peers and the teacher/adults in the classroom.  **Class Time Topic**: Perceptions and reactions related to students with learning differences.  **Week 6**  **Observation 6 -** Observe a classroom lesson. Identify students who appear to have special needs. Observe how the teacher scaffolds the instruction and differentiates the assignment for these students.  **Class Time Topic:** What do reactions to learner differences look like in the classroom?  **Shared Dialogue Group Key Questions for Unit 3 (choose 1 or 2)**  How should teachers respond to the wide range of learner needs in their classrooms?  How might stereotypical teacher or peer perceptions and reactions to student characteristics affect classroom environment and student learning?  How do teachers respond to these actions and reactions, and teach in a positive manner, recognizing learner differences (language, learning/ability and physical differences). |
| **Course Objectives and Standards Addressed**  Identify strategies to help classroom students learn to actively advocate for equity for self and peers to promote opportunity and access (*Unit 3, 4, 5 - CTC Standard 5, TPE 9; SPEDGPS 12*).  Think about the kinds of questions to be asked and considerations to be made when planning instruction that meets the learning needs of all children (*Units 2,3 - CTC Standard 10,13, 14; TPE 8, 9; SPEDGPS 11; MMPS 1, 6*).  Demonstrates the use of academic language when describing the learning environment, characteristics of students, developing instructional plans, and communicating with colleagues and families (*Units 1, 2, 3, 4, 5 – CTC Standard 5,10,13, 14; TPE 8, 9; SPEDGPS 3, 5, 11)* |
| **Unit 3 Assignments**  **Video - “Inclusion Strategies”** Watch Julie Bissell, OT, USC School of Occupational Therapy, as she uses various classroom inclusion strategies to address students with learning differences in the classroom. **C/NC**  **Paper # 3 - Case Study Analysis** |
| Readings  **Haberman, M. (1991).** Pedagogy of Poverty Versus Good Teaching. Phi Delta Kappan  The author discusses the necessary institutionalization of new forms of pedagogy for children of poverty.  **Harry, B., Klinger, J., & Cramer, E. (2007).** *Case Studies of Minority Student Placement in Special Education. Teachers College Press*  Case studies present actual special education placement dilemmas in K-12 environments. These include physical, ability, language and processing differences. All cases reference the influence of race and culture.  ***Reference:*** Ormrod, J.E. Chapter 4, Group Differences |

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| Unit 4: Teacher/Learner – Building Positive Learning Environments  Weeks 7& 8 |
| **Problems of Practice**  Classroom teachers are not adequately prepared to address a wide range of student needs (language, ability, culture, gender, socio-economic, learning) and differences.  Classroom teachers may confuse ability with stereotypic labels.  Creating an environment where students with a wide range of differences can build meaningful relationships support high learning outcomes.  Classroom teachers often want quiet classrooms where students questions and challenges are seen negatively |
| **Week 7**  **Observation 7**: Observe the classroom environment. Identify characteristics of the learning environment (think about aspects of learning theory and framing classes) that appear to affect student learning.  **Class Time Topic 7:** Social and Academic Strategies  **Week 8**  **Observation 8 –** Observe students who portray dispositions, which facilitate or impede participation, engagement and content learning.  **Class Time Topic 8:** How do we construct positive learning environments that work for all students?  **Shared Dialogue Group Key Questions for Unit 4 (choose 1 or 2)**  How do characteristics of the social and learning context contribute to high learner outcomes for all children?  How do I teach about human differences in my classroom to promote equity for all students?  How does teaching about human differences contribute to the construction of a positive learning environment?  What differentiated strategies will help me respond to the wide range of learning needs of my students?  What are important interpersonal and relationship building activities, experiences and responses that occur between learners and between learners and teachers to promote student learning? |
| **Course Objectives and Standards Addressed**  Participate in activities that explore higher incidence and lower incidence learning differences (*Units 4, 5 - CTC Standard 13,14; TPE 6; SPEDGPS 3; MMPS 1, 6*).  Identify strategies to mediate the learning environment to acknowledge and address the diversity that students bring to the classroom (*Unit 4 - CTC Standard 5, 10,13,14; TPE 11*).  Identify strategies to help classroom students learn to actively advocate for equity for self and peers to promote opportunity and access (*Unit 3, 4 - CTC Standard 5, TPE 9; SPEDGPS 12*).    Gain an awareness of the range of racial, cultural, ability, language and social needs of students that need to be considered when planning pedagogy (*Units 3, 4 - CTC Standard 5, 10,13, 14; TPE 8, 9; SPEDGPS 3*).    Demonstrates the use of academic language when describing the learning environment, characteristics of students, developing instructional plans, and communicating with colleagues and families (*Units 1, 2, 3, 4, 5 – CTC Standard 5, 10,13, 14; TPE 8, 9; SPEDGPS 3, 5, 11)* |
| **Unit 4 Assignments**  ***the class*** by Laurent Cantet. A SONY Pictures Classic - WATCH MOVIE for Week 8 Class time, DISCUSS WITH SDG before Class time |
| Readings  **National Education Association. (2006).** *The Twice-Exceptional Dilemma*. Washington, DC: National Education Association. (Students with more than one learning disability: gifted and learning disabled)  Twice-exceptional children are those with both a disability and a talent, and present professionals and families with challenges. This guide outlines how to identify these types of children and the obstacles and learning difficulties twice-exceptional children face. Responsibilities for educators to ensure success for these children are discussed.  **Garcia, S., and Ortiz, A. (1988).** Preventing Inappropriate Referrals of Language Minority Students to Special Education. *National Clearinghouse for Bilingual Education* (5).  These authors discuss the research on limited English proficiency students and their overrepresentation in special education programs, a common occurrence that does not address the academic needs of these students. Authors examine quality of instruction in mainstream classes, and the validity of referral and assessment processes.  **Meyer, E.J. (2007).** “But I’m Not Gay”: What Straight Teachers Need to Know About Queer Theory. *Queering Straight Teachers: discourse and identity in education, Rodriguez, N. and Pinar, W. (eds). Peter Lang Publishing, Inc., New York*  Explores the construction of *queer theory,* and how the study of relationships, identity, sexual orientation and gender affect response to the learning environment. It offers teachers a framework for reviewing their practiceand expose students to new ways of viewing the world.  **Reference:** *Ormrod, J.E. Chapter 13: Creating a Productive Learning Environment* |

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| Unit 5: LEARNING:Learning and Application Weeks 9 & 10 |
| **Problems of Practice**  Classroom teachers are not adequately prepared to address a wide range of student needs (language, ability, culture, gender, socio-economic, learning) and differences.  Classroom teachers need to be well-informed about “typical” child characteristics and differences, to be able to differentiate between students needing well chosen teaching strategies and those needing special services.  Choice and interpretation of assessments do not account for differences among students.  Learning environments are not constructed to challenge or meet a wide range of student needs.  Classroom teachers do not hold children they perceive as “less” to high expectations.  Classroom teachers often want quiet classrooms where students’ questions and challenges are seen negatively. |
| **Week 9**  **Observation 9**: How does the teacher that you are observing assess and give feedback to students during class time? How do they contribute assessment data to the IEP process? Bring this information to the mock IEP.    **Class Time Topic**: Assessment: Choosing assessments that fairly identify specific learner needs.  **Week 10 – No observation Week 10**  **Class Time Topic**: Using assessment data to choose instruction for student with differences ( MOCK IEP)  **Shared Dialogue Group Key Questions for Unit 5 (choose 1 or 2)**  What characteristics should authentic assessment have?  How do I gather authentic information about my students that can help me provide learning experiences to promote high outcomes for all learners?  How will I use assessment to adapt my instruction to meet grade level academic standards and the varying language, academic, cultural and developmental needs of the students in my class? |
| **Course Objectives and Standards Addressed**  Participate in activities that explore higher incidence and lower incidence learning differences (*Units 4, 5 - CTC Standard 13 14; TPE 6; SPEDGPS 3; MMPS 1, 6*).  Compare and contrast traditional and authentic methods of assessment and the information they are able to gather from various types of assessments (*Unit 5 - CTC Standard 5, 13, 14; TPE 3, 8 9; SPEDGPS 5, 11*).  Demonstrates the use of academic language when describing the learning environment, characteristics of students, developing instructional plans, and communicating with colleagues and families (*Units 1, 2, 3, 4, 5) – CTC Standard 5, 10,13,14; TPE 8, 9; SPEDGPS 3, 5, 11)* |
| **Unit 5 Assignments**  **Video - “What is an IEP?”** - Ungraded  After watching the video, locate a copy of your district’s Individual Education Plan (IEP) form. How does your district’s IEP address differentiation, assessment and access/equity? Be prepared to contribute this knowledge during Class Time 10 MOCK IEP.  To earn CREDIT Candidates will:   1. (When reading case study or watching Going to School), note points that the educational professional or family member whose role Candidate is assuming would want to contribute and/or address during the IEP, and bring this to class. 2. Research the role of the educational professional whose role they are assuming. 3. If Candidate is assuming the role of a family member, interview a parent (friend, family member, acquaintance or parent of a current student) about their experience with the IEP process and integrate this into your role. 4. REVIEW ALL resource material presented by professor for this learning experience. 5. **Candidate brings this research and collected knowledge to class to fully participate in the Mock IEP, in the role assigned to** them.   **SEE COMPLETE RUBRIC IN TOOL BOX**  Websites for Reference  <http://idea.ed.gov/explore/home> IDEA 2004  <http://sped.lausd.net/index.html> LAUSD Special Education site - current  [http://dpi.wi.gov/sped/ld.html Wisconsin Dept. of Education/](http://dpi.wi.gov/sped/ld.html%20Wisconsin%20Dept%20of%20Education/) Specific Learning Disabilities - current  <http://www.nationalcenter.org/brown.html> Brown vs. Board of Education 1954  <http://www.eeoc.gov/policy/vii.html> Civil Rights Act 1964  Lau vs. Nichols 1974 – course reader  **READINGS**  Referring back to readings in *Case Studies of Minority Student Placement in Special Education will help prepare candidates for participation in Class Time assignments this week.*  **Shaddock, A., Giorelli, L., and Smith, S. (2007)** *Students with disabilities*  *in mainstream classrooms. A resource for teachers.* Project to Improve Learning Outcomes of Students with Disabilities in Mainstream Classes in the Early, Middle and Post Compulsory Years of Schooling. University  of Canberra; Disability Programs Directorate of the NSW Department of Education & Training; and  Giorcelli Education Consultancy Services Pty Ltd. © Commonwealth of Australia 2007  ***Ormrod, J.E.*** *Chapter 14: Classroom Assessment Strategies – 8th edition (Professor will provide on course wall).*  **Rueda, R., Gallego, M. & Moll, L. (2000).** The Least Restrictive Environment: A Place or a Context? *Remedial and Special Education*, 21(2).  **Santamaria, L. (2009).** Culturally Responsive Differentiated Instruction: Narrowing Gaps Between Best Pedagogical Practices Benefiting All Learners. *Teachers College Record*, 111(1).  **Reference: Ormrod, J.E.** *Chapter 5 Individual Differences and Special Educational Needs.* |