

**University of Southern California
Rossier School of Education
Course Syllabus**

**EDUC 519: Human Differences
Fall 2017**

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 Standard 14 (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

Objectives Upon completion of this course candidates will be prepared to:	Alignment with Unit Conceptual Framework and Strategic Plan (Goal 2) Guiding Principles	edTPA Links per Rubric	edTPA Commentary links
Unit 1- Demonstrate an understanding of how one's own beliefs interact with characteristics of classroom students in Paper 1. <i>TPE</i>	Learning Accountability	1 , 2 , 3 , 6	Planning Instruction
Unit 2 – Demonstrates knowledge of “typical” student developmental characteristics and differences by aligning them with appropriate instructional	Learning	6 , 9 , 10 ,	Planning Instruction Assessment
Units 4/5 - Participate in activities that explore higher incidence and lower incidence learning and differentiate instruction for this range of students in	Learning Diversity	1 , 2 , 3 , 6	Planning Instruction

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. <i>TPE 11.</i>	Leadership Diversity	6 , 7 , 10 ,	Planning Instruction Assessment
<i>Unit 3, 4</i> -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 <i>the class. TPE 9; SPEDGPS 1</i>	Leadership Diversity	5 ,	Planning
<i>Unit 5</i> - 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- <i>TPE 3, 8 9; SPEDGPS 5, 11</i>	Accountability	2 , 5 , 7 , 8 , 11 , 12 , 15	Planning Instruction Assessment
<i>Units 1,3, 4</i> 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. - <i>TPE 8, 9; SPEDGPS 3).</i>	Learning Diversity	2 , 5 , 7 , 15	Planning Instruction Assessment
<i>Units 2,3</i> 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 - <i>TPE 8, 9; SPEDGPS 11; MMPS 1, 6.</i>	Learning Diversity	2 , 5 , 7 , 15	Planning Instruction Assessment
<i>Units 1, 2, 3, 4, 5</i> 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– <i>TPE 8, 9; SPEDGPS 3, 5, 11</i>	Learning	2 , 5 , 7 , 15	Planning Instruction Assessment

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 Internetsurfing.

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 candidate 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) 740-0776. The email address is: ability@usc.edu. The website for DSP has additional information regarding accommodations and requests (www.usc.edu/disability)."

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/>

COURSE REQUIREMENTS (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 Shared Discussion Group, videoed and posted on wall**, (1 per unit, 5X per course) is required.
- 3) **Observation, 1-1 and Small Group Teaching.** Most credential-seeking Candidates take Human Differences concurrently with Guided Practice A or B. In that format, while completing all of the requirements for Guided Practice, please set aside 2 hours a week to observe your Guiding Teacher and the class. ***If you are on a different path and are not taking Human Difference and Guided Practice concurrently you MUST:***
 - > Be placed in and attend a placement provided by Placement Services
 - > Complete a minimum of 30 hours at the school site (2hrs each week).
 - > In this placement you must be able to participate in Observations, Small Group Teaching and One-on-One Teaching. This is essential to be able to complete course assignments
 - > Students will need to notify the course professor they are not taking GP concurrently and be prepared for

any alternate/additional assignments given by professors.

- > Candidates in “Fieldwork” and Guided Practice will be held to the same standard.

- 4) **If you are a “Masters” Candidate (the teacher of record) in your own classroom**, videotape yourself for 2 hours a week teaching or observe a peer for a 2-hour period weekly.
- 5) **If you are a “Masters” Candidate (not seeking a credential) and not in your own classroom** you are required to observe during a 2-hour fieldwork component.
- 6) **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.

Students may contact their professors via email to schedule 1-1 time. Please note that every effort will be made to respond to email within a 48-hour period.

Total Contact hours **weekly**:

Class Time (2.5 hrs.),

SDG every **unit** (45 mins) (would equal 15 mins per week),

Asynchronous LMS videos and text (30 mins per week)

Total approximately 3 ¼ hours per week (approximately 46 hours) for a 3-unit course (Carnegie hour equivalent).

Candidates may not opt out of completing any of the course assignments regardless of point total. If a Candidate is repeating the course for any reason, original work is required each time the course is taken.

TEXTBOOKS and OTHER MATERIALS

- > Fergus, E., Noguera, P., & Martin, M. (2014), *Schooling for Resilience*. Harvard Education Press
- > Harry, B., Klinger, J., & Cramer, E, (2007). *Case Studies of Minority Student Placement in Special Education*. Teachers College Press
- > Lee, S. J. (2009). *Unraveling the “Model Minority” Stereotypes: Listening to Asian American Youth*. New York: Teachers College Press.

Or

Lee, S. J. (1994). Behind the Model-Minority Stereotype: Voices of High- and Low-Achieving Asian American Students *Anthropology & Education Quarterly*, Vol. 25, No. 4 (Dec., 1994), pp. 413-429. ARES

- > ***the class***, a film by Laurent Cantet. SONY Picture Classics (buy or rent) Available through Netflix, Amazon or other film rental vendors.
- > **ILearnAmerica** <http://uslib.kanopystreaming.com.libproxy1.usc.edu/video/i-learn-america-0> A documentary film by Jean-Michel Dissard & Gitte Peng. At the International High School at Lafayette, a Brooklyn public high school dedicated to newly arrived immigrants from all over the world, five teenagers strive to master English, adapt to families they haven't seen in years, and create a future of their own while coming of age in a new land.
- > Course Reader – Available on ARES (additional articles may be posted on course wall).
http://www.usc.edu/libraries/widgets/myusc/coursereserves_login.php

NOT REQUIRED BUT ENCOURAGED (All available on ARES).

Solomon, D. et al (1997) *Teacher Practices Associated with Students' Sense of Classroom as a Community*
Shaddock, A., Giorelli, L., and Smith, S. (2007) *Students with disabilities in mainstream classrooms. A resource for teachers*
Adams, G and Marshall, S.K. (1996). *A developmental social psychology of identity: understanding the person in context.*

Only Chap 14 of Ormrod is available on ARES.

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.

SUMMATIVE COURSE ASSESSMENT: Differentiation, Technology and Application

Up to 25 points – Prior to Class Time in Week 14

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 (please be concise and try to stay within page expectation):

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 and anything else that you have learned about their difference. This might be a student you have observed for Paper 3 (Self-Affirmation Writing Assignment) or another student. The student does not have to have an IEP.
- × Provide a description of your classroom context, socially and academically and evaluate how it does or does not currently meet your selected student's learning needs.
- × 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?
- × 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 3 excerpts that you will include from your observations, citing time and date. **Use this observational data to construct 3 goals to guide this student's progress.**

PART 3: Revising Instruction

1. Using a lesson plan (*include plan in paper as an Appendix*) that you have taught, where the student above was part of the class, describe:
 - ‘ **How you would now differentiate and assess the instruction to meet this student's specific needs;**
 - ‘ **Instructional strategies and /or scaffolding you would implement, and**

Instructional technology that you could use to further motivate or facilitate this student's learning **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. **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?

If you cannot re-teach, predict what might happen ***with rationale***. Be sure to ***connect the revisions (differentiation and technology) to a specific student, and the learning characteristics that*** you have identified and described in **PART 2**. Try to make any connections between revision choices and the student's potential 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. Most 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. If you are on a different path and are taking Human Difference without Guided Practice, see page 4, and let your professor know.

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 12 weekly sets of field notes (weeks 2-13). You do not post these notes to the LMS. **HOWEVER, three excerpts from your observation notes will be included in Paper 4 (see part 2, bullet 4). They will be used to justify goals you have set for this student based upon your 12 observations. 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 one date to bring an activity to Class Time to facilitate a short discussion, related to Class Time topic. Each group will be assigned this responsibility **once** during the 15-week course. The goal of the activity is active involvement of all class members and the facilitation of greater course content understanding.

Each group will build a **conceptual organizer of the course** as the class progresses. Examples of these will be posted on the class wall. At the conclusion of the course each group will share their organizer, with a 1-paragraph description of the concepts they have included on the course wall.

3. **The role of group Facilitator will rotate each unit. The Facilitator will be responsible for convening and leading the group, recording the session and making sure that the recording is available on the LMS “course recordings.”** These activities build important professional and leadership skills. 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.
4. **Full participation points** require visual and verbal participation.

Class Time – Up to 2 points will be awarded for each session (30 points possible)

1. Candidates are expected to meet with their instructor and classmates for 150 (2.5 hrs.) minutes per week.
2. **To receive full credit for Class Time, candidates must:**
 - o **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).

- o **Be on time** and complete Class time.
- o **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. Readings for each week should be completed prior to participation in Class Time.

Overview of Units and Assignments

UNIT 1 – Weeks 1, 2 and 3. TEACHER	Concepts Introduced; what the ideological progression looks like.	Readings Due	Assignments Due
Week 1 - Self: What do I Bring to the Learning Experience?	Equity, Access and Marginalization– personal experience Community Building– why it matters	Fergus, E., Noguera, P., & Martin, M. (2014), <i>Schooling for Resilience</i> – Chap 4: Building Community pgs. 95-133 Chap 5: Reconstructing Social Identities. Pgs.137-163	
Week 2 - Sources of a Learner Identity	What these look like for learners and teachers; how learners see themselves in settings with different characteristics (that the teacher has constructed).	Finnan, C. (2013) Perceptions of Self and Other in the Elementary Classroom: From George Spindler’s “Roger Harker Story” to Today’s Classrooms. ARES Hollins, E. (2008). <i>Culture in School Learning: Revealing the Deep Meaning</i> (Chaps 1-3 ARES).	Watch Learner Identity Panel – LMS Paper # 1 –Auto-ethnography: What Do I Bring to the Teaching and Learning Process? – Up to 10

			points – Due before class, Week 4
Week 3 – The Caring Curriculum: The use of Auto-Ethnography	Literacy strategies that introduce personal reflection and understanding.	Camangian, P. (2010). <i>Starting with Self: Teaching Auto ethnography to Foster Critically Caring Literacies</i> (ARES). Fergus, E., Noguera, P., & Martin, M. (2014), <i>Schooling for Resilience</i> – Chap 7: Creating Protective School Environments pgs. 195- 204	
UNIT 2 – Weeks 4, 5 and 6: LEARNERS			
Week 4 - What is human development?	Developmental, cultural and gender-related influences on learning.	Lee, S. J. (2009). <i>Unraveling the "Model Minority" Stereotypes: Listening to Asian American Youth.</i> OR Lee, S.J. (1994) Behind the Model-Minority Stereotype: Voices of High- and Low-Achieving Asian American Students <i>Anthropology & Education Quarterly</i> , Vol. 25, No. 4 (Dec., 1994), pp. 413-429 (ARES).	Paper 1 due, posted on LMS before class.
Week 5 - Human Likeness: Maturation Overview: Socio-Cultural Aspects of Development	Developmental, cultural and gender-related influences on learning	Kindlon D. and Thompson, M. (2002). <i>Thorns Among Roses: The Struggle of Young Boys in Early Education</i> (ARES)	
Week 6 - Human Likeness: Maturation Overview: Gender - related aspects of learning and development.		DiPrete, T. & Buchmann, C. (2013) <i>The Rise of Women: The Growing Gender Gap in Education and What it Means for American Schools.</i> Chap 5, pgs. 101-115. (ARES)	
UNIT 3 – Weeks 7,8 and 9: LEARNING			
Week 7 - Perceptions and reactions related to students with different learning needs.	Considering culture, poverty, ability and difference and developing them as assets within pedagogy and instruction.	Haberman, M. (1991). <i>Pedagogy of Poverty Versus Good Teaching</i> (ARES). Fergus, E., Noguera, P., & Martin, M., <i>Schooling for Resilience</i> – Chap 3: Curriculum and Instruction pgs. 55-94 National Education Association. (2006). <i>The Twice-Exceptional Dilemma</i> (ARES).	Watch "Inclusion Strategies" video
Week 8 – What do reactions to learner differences look like in the classroom?	What they look like, both negatively and positively in the classroom; teaching all children.	Harry, B., Klinger, J., & Cramer, E. (2007). <i>Case Studies of Minority Student Placement in Special Education.</i> Read Chaps 1 and 2 and at least one of the case study chapters.	Paper # 2 - Case Study Analysis – Up to 10 points – Due before class Week 9.
Week 9 – Ways of identifying the needs of all students and understanding the need to disrupt the one-size-fits all perspective.	Choosing effective differentiation strategies.	Santamaria, L. (2009). <i>Culturally Responsive Differentiated Instruction: Narrowing Gaps Between Best Pedagogical Practices Benefiting All Learners</i> (Ares). Fergus, E., Noguera, P., & Martin, M. (2014), <i>Schooling for Resilience</i> – Chap 2: Assumptions and Strategies pgs. 23-53	Paper # 2 - Case Study Analysis — Due before class posted on LMS.

UNIT 4 – Weeks 10,11 and 12 AND 8: TEACHING			
Week 10 - Basing classroom management strategies on students needs. What is Restorative Justice?	How environment influences pedagogy, curriculum and instruction.	Jones, K.A, et al (2013). Exploring the Complexity of Classroom Management: 8 Components of Managing a Highly Productive, Safe, and Respectful Urban Environment. (Ares). <u>FixSchoolDiscipline Tool Kit– Restorative Justice/SWPBI</u> FixSchoolDiscipline.org, posted on class wall. Watch the class (see next column)	
Week 11 - Integrating classroom management with positive learning environments. What is social scaffolding?	How emotional and physical environments influence academic and social learning.	Meyer, E.J. (2007). “But I’m Not Gay”: What Straight Teachers Need to Know About Queer Theory. <i>Queering Straight Teachers: discourse and identity in education</i> (course reader)	Watch the class movie available for rent, Instant Streaming or purchase on Netflix or Amazon.
Week 12 - How do we construct positive learning environments with students and what do they look like?		ILearnAmerica http://usclib.kanopystreaming.com.libproxy1.usc.edu/video/i-learn-america-0 A documentary film by Jean-Michel Dissard & Gitte Peng. At the International High School at Lafayette, a Brooklyn public high school dedicated to newly arrived immigrants from all over the world, five teenagers strive to master English, adapt to families they haven’t seen in years, and create a future of their own while coming of age in a new land.	Watch ILearnAmerica movie available for free through this link to USC DohenyLibrary Assignment # 3- Structured Dialogue in class - Comparison of Environment, Pedagogy and Instruction, the class and ILEARNAMERICA
UNIT 5 – Weeks 13,14 and 15 LEARNING			
Week 13 – Assessment: Choosing assessments that fairly identify specific learner needs and collect authentic evidence of student ability and learning.	How to use data, laws and policy to insure the rights of all students.	Fergus, E., Noguera, P., & Martin, M., <i>Schooling for Resilience</i> – Chap 6: Resilience and Achievement (use of data) pgs. 95-133. Ormrod, J.E. <i>Chapter 14: Classroom Assessment Strategies – 8th edition (ARES).</i>	Watch Video on LMS - “What is an IEP?” and review

Week 14 – Preparing for an IEP: Data formats and expectations for professional contributions		Rueda, R., Gallego, M. & Moll, L. (2000). The Least Restrictive Environment: A Place or a Context (Ares).	Prepare for MOCK IEP by reviewing all provided resources. PAPER # 4 - SUMMATIVE COURSE ASSESSMENT: Differentiation, Technology and Application -Up to 25 points- Due before class, Week 14
Week 15 – Conducting the IEP Participation in MOCK IEP during Class time .	How to use observation and other data to contribute to the evaluation and IEP Process.		Debrief IEP Process

** It is possible that all readings may not be referenced during class discussion. However they have been intentionally chosen and still should be read and included when pertinent in course assignments.*

Assignments by Unit – All Rubrics are in LMS Tool Box

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 – Before class, Week 4

Auto ethnography 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 (Camangian, 2010).” Auto ethnography “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.*

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

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). **This means that within the paper you actually tell a story, which shares a time when you have experienced or observed marginalization due to race, language, disability, body characteristics, or other potential individual vulnerabilities.**

As you reflect and write, consider how you personally experience the world? What is your salient identity? 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. How does this self frame what you experienced in the story?

2) In this paper **broaden some of your realizations from part 1**, to the greater society and explore the *conflicting, discriminating and/or alienating set of effects on traditionally marginalized communities by 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 and instruction?** How will

you personally create classroom environment that promote student empowerment, empathy, and a positive classroom culture in urban schools? Furthermore, how could you specifically use auto ethnographies 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.

Propose how you might collect data to measure the impact of this strategy.

(Camangian, 2010, p. 184)

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

- ‘ 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 No written assignments due.

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 # 2 - Case Study Analysis – Up to 10 points – Due before class Week 9

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.

1. **Present a summary of the chosen case study**, analyzing it from the multiple points of view of the parents, students, teachers and administrators. Choose 1 question from the end of the case study and respond to it. PLEASE identify the question you have chosen.
2. **Choose 2 passages** (a passage is a 3-4 line quotation) from the case study to support your response to the question. Also include a citation from chapters 1 or 2 to identify how legislation has or has not addressed this topic.
3. **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.

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

4. **Relating question response to a current or past observation** or teaching experience and describe your response to that experience. Using your classroom context and teaching experience, describe how you would or have addressed this situation.

PARTS 1-3 may be done **collaboratively** with your SDG, which would mean that ALL 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.

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 (Week 11).

Watch I Learn America and be prepared to synthesize the concepts of the movie through discussion and participation in activities in the following CLASSTIME (Week 12).

Assignment 3: Comparison of Environment, Pedagogy and Instruction in both movies. Due for structured discussion in-class, week 12.

Assignment 3 provides an experience for you to think deeply about how 1) the physical and emotional environment of a classroom, 2) the teacher's choice of pedagogy (overall perspective of teaching and learning) and 3) the instructional strategies chosen to teach subject matter align with students' social and academic learning needs. You might also think about how these three school/classroom elements influence motivation and engagement with the content matter.

- ' Watch both movies (If you are abroad and cannot stream *the class*, the script is available).
- ' Compare the similarities and differences between the movies with regard to physical and emotional environment, pedagogical choice and instructional strategies used in the classrooms.
- ' Bring notes to class to contribute your views on how this influenced students' social and academic development. Be able to support your ideas with references from 2 articles from class (or other MAT coursework) that address these topics. Give one relevant example from your classroom, related to one of the three elements.

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 15 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 15**. Participation in this class earns 2 points, per usual class time and an additional up to 5 points when presentation of your role meets criteria below. 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 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 Education 1954
<http://www.eeoc.gov/policy/vii.html> Civil Rights Act 1964
Summary of Lau v. Nichols 1974 - course reader

SUMMATIVE COURSE ASSESSMENT: Differentiation, Technology and Application Due before Class time Week 14.

ASSIGNMENT OVERVIEW

Assignment	Due Date	Points
What Do I Bring - Autoethnography	Due Week 4 Before class	10
Case Study Analysis	Week 9 before class	10
In class comparison of Environment, Pedagogy and	Structured Dialogue in Week 12	Integrated into in class activity
Mock IEP	In Class Week 15	5 points added to weekly assignment 2 points.
In-Class Assignments (Class Time).	Weekly @ 2 Pts. weekly.	30
Shared Group Dialogue includes designated contribution to 1 class presentation during term and final	Each Unit @ 4 pts.	20
Summative Course Assessment:	Before class week 14	25

TOTAL: 100

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

Unit 1: TEACHER: 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.

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.”

Unit 1 Assignments

Viewing Panel of Experts

Writing an Auto-ethnography –Due before Class, Week 4

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

Camangian, P. (2010). Starting with Self: Teaching Auto ethnography to Foster Critically Caring Literacies. Research in the Teaching of English Volume 45, Number 2, November 2010. Auto ethnography 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 (Camangian, 2010).” Auto ethnography “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).

Fergus, E., Noguera, P., & Martin, M. (2014), *Schooling for Resilience*

Chap 4: Building Community pgs. 95-133

Chap. Chap 5: Reconstructing Social Identities. Pgs.137-163

Chap 7: Creating Protective School Environments pgs. 195-204

Finnan, C. (2013) Perceptions of Self and Other in the Elementary Classroom: From George Spindler’s “Roger Harker Story” to Today’s Classrooms. ARES

Hollins, E. (2008). *Culture in School Learning: Revealing the Deep Meaning (Chaps 1-3).*

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.

Unit 2: LEARNERS: 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.

Students may feel compelled to fulfill a stereotypical profile to affiliate with desired peer group.

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 and important social and learning elements for elementary, middle school or senior high school students?

What patterns did I observe related to student response to the learning experience?

Unit 2 Assignments: reading but no written assignments due.

Lee, S. J. (2009). **Unraveling the "Model Minority" Stereotypes: Listening to Asian American Youth.**

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.

OR

Lee, S.J. (1994) Behind the Model-Minority Stereotype: Voices of High- and Low-Achieving Asian American Students Author(s): Stacey J. Lee Source: Anthropology & Education Quarterly, Vol. 25, No. 4 (Dec., 1994), pp. 413-429

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.

DiPrete, T. & Buchmann, C. (2013) *The Rise of Women: The Growing Gender Gap in Education and What it Means for American Schools.* Chap 4 & 5 (ARES)

Unit 3: LEARNING: 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.

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).

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 # 2 - Case Study Analysis Due Week 9 before class

Unit 3 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.

Fergus, E., Noguera, P., & Martin, M., *Schooling for Resilience* – Chap 2: Assumptions and Strategies pgs. 23-53;
Chap 3: Curriculum and Instruction pgs. 55-94

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. (course reader).

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.

Santamaria, L. (2009). *Culturally Responsive Differentiated Instruction: Narrowing Gaps Between Best Pedagogical Practices Benefiting All Learners (ARES).*

Unit 4: TEACHING – Building Positive Learning Environments

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

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?

Unit 4 Assignments

the class by Laurent Cantet. A SONY Pictures Classic - WATCH MOVIE. DISCUSS WITH SDG before Class time

Watch *I Learn America* movie available for free through this link to USC Doheny Library

<http://usclib.kanopystreaming.com.libproxy1.usc.edu/video/i-learn-america-0>

Unit 4 Readings Due:

Jones, K.A, et al (2013). Exploring the Complexity of Classroom Management: 8 Components of Managing a Highly Productive, Safe, and Respectful Urban Environment. (Ares).

FixSchoolDiscipline Toolkit– Restorative Justice/SWPBI

FixSchoolDiscipline.org, posted on class wall.

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 practice and expose students to new ways of viewing the world.

Unit 5: LEARNING:

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.

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?

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 14 MOCK IEP.

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/ 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

Unit 5 READINGS DUE

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.

Fergus, E., Noguera, P., & Martin, M., *Schooling for Resilience* – Chap 6: Resilience and Achievement (use of data)

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).

pgs. 95-133

