EDU 230: Exceptional Learner

Thomas Commons, Paris

Block 5: January 14 – February 6, 2019

Total hours: 50 + 2 hrs observation

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**Required Texts:**

Delpit, L. (2012). *“Multiplication is for white people”: Raising expectations for other people’s children.*  New York: The New Press.

Freeman, Y. S., Freeman, D. E. & Ramirez, R. (Eds.). (2008). *Diverse learners in the mainstream classroom.* Portsmouth, NH: Heinemann.

\*\*Selected articles

**Course Description:**

Exceptional Learner

EDU 230 is an introduction to understanding the diversity of learners in K-12 classrooms and how differentiated approaches to teaching students are essential to create a more inclusive environment for all students. The major focuses of the course will be identifying the strengths and challenges of students to increase engagement and raise achievement including varied approaches to teaching culturally and linguistically diverse learners, students labeled as gifted and talented, and students with documented disabilities; teaching dispositions and educational policies that may facilitate inclusion of all students regardless of achievement level; and the foundations of special education (historical and legal). Terms used to define and categorize students and programs will be discussed as well as appropriate assessment and interventions for talented and gifted, ELL, and special education settings. Culturally sustaining pedagogy, RTI (Response to Intervention)/MTSS (Multi-Tiered Systems of Support), and current issues related to special education such as overrepresentation, legal requirements, and working with parents will be addressed.

**Course Objectives:**

\*This course supports the INTASC teaching standards and the Educational Priorities and Outcomes of Cornell College as noted following each objective.

Upon successful completion of EDU 230, you will demonstrate through class discussion, presentations, written assignments and experiences the ability to:

1. Develop the understanding that teaching is intellectual work informed by educational research as you read, annotate, critique, and present in the course. INTASC: #9; *Cornell College* *Educational Priorities and Outcomes: Knowledge, Inquiry, Reasoning*

2. Develop a strength orientation perspective as you contest deficit talk used to describe students who receive services outside of the regular classroom setting by recognizing and ascribing value to the unique strengths and challenges of all students in school settings. INTASC: #1 & #2; *Cornell College Educational Priorities and Outcomes: Intercultural Literacy, Vocation*

3. Analyze and reflect upon the services provided to students in a public school as it relates to course content and readings in a written paper after successfully completing the pre-student teaching field-based observation experience. INTASC: #3 & #9; *Cornell College Educational Priorities and Outcomes: Communication, Ethical Behavior, Citizenship, Vocation*

4. Distinguish between terms used to describe groups and individual students with particular strengths and challenges to “unpack” the discourse surrounding students with documented disabilities, students who experience underachievement or are underrepresented in the system, and official legislation describing students who experience low achievement. INTASC: #1 & #2; *Cornell College Educational Priorities and Outcomes: Intercultural Literacy, Ethical Behavior*

5. Explain appropriate services/strategies/accommodations/modifications to differentiate instruction in the classroom for students who are linguistically and culturally diverse, students who have particular documented needs, and students who have varied learning preferences through written coursework, class discussions, and class activities. INTASC: #2, #3, #4, #8; *Cornell College Educational Priorities and Outcomes: Vocation, Intercultural Literacy, Communication*

6. Develop and support your stance on inclusion through class discussion, activities, and written assignments while engaging multiple perspectives on the topic. INTASC: #2 & #9; *Cornell College Educational Priorities and Outcomes: Inquiry, Communication, Well-Being*

7. Understand and articulate the federal laws related to special education, issues of parental rights, due process, IEP development, IEP meetings and specific challenges related to federally identified disability categories, overrepresentation, and disproportionality in special education. INTASC: #2 & #9; *Cornell College Educational Priorities and Outcomes: Knowledge, Ethical Behavior, Communication, Vocation*

8. Understand the historical changes in special education as they relate to current issues of educating students with special needs. INTASC: #9; *Cornell College Educational Priorities and Outcomes: Knowledge, Inquiry*

9. Demonstrate professional demeanor during field placement through appropriate dress, attitude, and attendance in the field-based experience. INTASC: #9; *Cornell College Educational Priorities and Outcomes: Citizenship, Ethical Behavior, Vocation*

**Schedule:**

*Generally*this class will meet 9:00 to 12:00 T/Th/F and 12:30-3:00 M/W. During the first week of the term (Friday, January 18), you will spend two hours in a special education classroom, ELL classroom, or ELP classroom setting. School assignments will be made during the first week of the term.

Office hours: T/Th from 8:00-9:00 or by appointment.

You may contact me directly after class, during office hours, or by email (I will check email Monday through Friday no later than 10 pm to respond to questions about the curriculum and school visits).

**Other helpful information:**

**Documented Disabilities and Accommodations:**

Cornell College makes reasonable accommodations for persons with disabilities.  Students should notify the Coordinator of Academic Support and Advising and their course instructor of any disability related accommodations within the first three days of the term for which the accommodations are required, due to the fast pace of the block format.  For more information on the documentation required to establish the need for accommodations and the process of requesting the accommodations, see [http://www.cornellcollege.edu/academic-support-and-advising/disabilities/index.shtml](http://www.cornellcollege.edu/academic-support-and-advising/disabilities/index.shtml" \t "_blank).

**Academic Honesty:**

Part of your professionalism is your academic honesty. If you use a classmate’s or an author’s ideas or words in your own written work (including online sources), **you must provide a citation through an appropriate APA reference.**

Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College’s requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Catalogue, under the heading “Academic Honesty."

Note: Plagiarism can result in an F for the assignment and denial of admission to the Teacher Preparation Program. For students already admitted, academic dishonesty is in violation of the teaching dispositions expected by our department and can result in removal from the program.

**Diversity**

My intention is students from diverse backgrounds and perspectives be well-served by this course and that student diversity be viewed as a resource and benefit to our collective learning. I also intend that diversity of students and notions of sociopolitical equality are central issues in the course. There are times when we will disagree, but we will not intentionally humiliate, intimidate, or embarrass each other, but rather listen to and entertain perspectives that differ from our own. Please remember that I am always interested in making the course a safe place for everyone to learn and grow. Please do not hesitate to set up a time to meet with me after class if you have concerns.

**Helpful references:**

Cornell College, Education Department website.

Writing Studio: The Writing Studio is housed on the first floor of Cole Library. Please familiarize yourself with this wonderful service provided by the Center for Teaching and Learning. Professional writing teachers and peer tutors will support you in aspects of your writing process by providing consultation and feedback at various stages of your draft. Appointments can be scheduled by phone (x4462) or walk-ins accepted during regular hours.

**Professionalism**

I have high expectations for your engagement and learning in the class so I expect you to be prepared, to contribute to the intellectual energy in our classroom, and to conduct yourself in a professional manner on and off campus. Professional dispositions are central to our expectations in the Education Department and are considered in the admissions process.

*Complete all assigned readings prior to class*. It is your responsibility to bring questions and insights you have from the assignments to class each day so we can engage in a professional dialogue.

Professional attitude, demeanor, and dress are expected when you are in the public school settings. Tardiness, leaving early, rudeness, lack of attention to task, lack of engagement, and expressions of boredom are all considered unprofessional behavior and will result in a reduction in your final grade. You are expected to show interest and enthusiasm throughout the visit.

The use of technology (cell phones, computers) should be used strictly for professional purposes in class and should not be used in the public school component of the class. If you do decide to use a laptop, tablet, etc. rather than print your daily logs, please be mindful of where your attention is directed during our discussions. Technological devices may be useful for finding a quick reference, but generally they take attention from the speaker.

**Grading:**

If you have questions about the grade you receive on any of your assignments, you are to follow the guidelines listed below:

1. Submit in clearly articulated professional writing the strengths of your assignment, point by point and a justification for a change in grade.
2. Make an appointment to discuss this document with me after you have turned it in.
3. Complete step 1 within two days of an assignment being returned.

Total points possible = 350

327-350 A

315-326 A-

303-314 B+

289-302 B

279-288 B-

268-278 C+

253-267 C

244-252 C-

233-243 D+

219-232 D

209-218 D-

208 or below F

**Attendance and Participation:**

**Attendance**. Attendance in class each day is essential to your growth as a student. Final grades will be lowered by one step (i.e. B to B-) beyond **one excused absence.** Please contact me by email before class if you are unable to attend. Absence during the public school visits will result in an **Incomplete** in the course and must be made up during block break in order to get credit for the course. Please do not ask me if it is ok for you to miss class due to illness. You will have to make that determination yourself.

**Active participation (50 points).** Attendance alone does not constitute an “A” in this aspect of the course. Active participation in all class readings, discussions and shared presentations will enhance the learning for all. See rubric for evaluation criteria. Factors considered include but are not limited to: professional disposition and performance during practicum day, contribution to small group presentations, quality of interactions during class discussions: relevance of the contribution to the topic being discussed, thoughtful attention to opinions which may differ, etc. We learn from each other through discussion. Genuine dialogue is sustained when all members of the group are engaged and familiar with the content. Be sure to:

• Give thoughtful attention to assigned readings. Reflect your understanding of them honestly and clearly in writing. You will complete one in-class reflection on the assigned readings. Your writing should reflect your understanding of the reading as you synthesize information and pose thought-provoking questions.

• Listen carefully to your classmates. Respect differences of opinion.

• Speak constructively. Give others a chance to speak even if this means that you must restrain yourself at times. If you generally do not take risks to speak up in class, stretch yourself to become more comfortable contributing your ideas in small groups and in large group discussions. All of us need to be willing to share what we think and be open to differing viewpoints.

**Weekly quizzes**: **(150 points total)**. 3 @ 50 points each will be given. Quiz questions will consist of short answer and multiple-choice questions, covering readings and class discussions.

**Learner Profile Presentations (100 points total)** You will give two presentations – one small group presentation and one individual presentation. Both presentations should take into consideration students’ learning styles. Presentations will be during Week 2 and Week 4. See assignment handout for details.

**Classroom Observation Paper** (**50 points)**. You will spend two hours at the end of the second week of class in a public school. Use the school’s website to research information about the school to which you are assigned prior to your visit. You should look at this as a brief practicum experience during which you will be participating and observing in a classroom setting. You will be there to observe instructional practices and to provide support to students as directed by the hosting teacher. You are to keep notes of your observations and questions. You will use your notes to help you understand what you observe as it relates to what we are reading and discussing in class. The paper is to be thoughtful, comprehensive, and your thinking should be substantiated by course readings. This paper will be due on Wednesday during the third week of the block. Handout and rubric will be distributed in class before school visits begin. InTASC standards: #3 & #9.

**\*\*\*Make sure you take seriously the professional dispositions expected by the Education Department.**

**Students considering application to the Education Department:**

All requirements for the Teacher Preparation Program are listed on the Education Department's website. Refer to it frequently!

**CALENDAR**

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**Week 1 Overview:** classroom diversity, Special Education law and terminology, differentiation, learner identity, teacher expectations

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**Day 1 Monday, January 14th, 12:30 – 3:00\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Introductions

Course Syllabus and Calendar

Course Assignments

Where I’m From (In class reflection)

Documentary: Los Graduados

**Reading due:**

How to Teach Now (Moodle)

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**Day 2 Tuesday, January 15th, 9:00 – 12:00 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Syllabus/calendar questions

Historical perspective

Personal reflection on inclusion

Achievement Gap at Birth?/Teacher Expectations

**Reading due:**

Freeman: Chapter 1

Delpit: Introduction, Chapter 1 & 2

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**Day 3 Wednesday, January 16th, 12:30 – 3:00 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Teacher expectations

Teaching children from underrepresented groups

Students with disabilities in inclusive classrooms

**Reading due:**

Freeman: Chapter 4

Delpit: Chapters 3 & 4

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**Day 4 Thursday, January 17th, 9:00 – 12:00**

Learning disabilities – dyslexia, dyscalculia, dysgraphia

**Reading due:**

One of the assigned journal articles (Moodle)

**Day 5 Friday, January 18th, 9:00-12:00 (presentation begins at 10:00)**

Use of technology in the classroom to improve accessibility – *Technology lab, Iowa City*

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**Week 2 Overview:** Reframing the “Achievement Gap”; Talented & Gifted Students and Programs; English Language Learners; Bilingual Education; Culturally Sustaining Pedagogy

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**Day 6 Monday, January 21st, 9:00-3:00\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Reading due: No new reading assignment

**\*\*Quiz #1 (How to Teach Now, Delpit 1-4, Freeman 1, 4, learning disability articles)**

Small group chapter presentation preparation

Discuss chapters and plan small group presentations of chapters 8-11 for Tuesday.

**Day 7 Tuesday, January 22nd 9:00 – 12:00**

Small group chapter presentations (Freeman, Freeman & Ramirez select chapters from 8-11)

**Reading due:**

Assigned chapter for small group presentation

**Day 8 Wednesday, January 23rd 12:30-3:00**

English Language Learners

Bilingual Education

Honoring Language Differences

Documentary: Los Graduados Part 2

**Reading due:**

Freeman et al.: Chapters 2 & 3

**Day 9 Thursday, January 24th 9:00-12:00**

Teacher Expectations and Learning Outcomes

The Opportunity Gap

Overrepresentation/Disproportionality/Special Education

Talented and Gifted Policies/Program

**Reading due:**

Freeman et al. Chapter 5

Delpit Chapter 5 & 9

**Day 10 Friday, January 25th 9:00-12:00 Observations in Schools**

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Classroom observations

**Reading due:**

Online research of the school you will be visiting

Delpit Chapter 6

**Week 3 Overview:** Differentiation and Inclusion

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**Day 11 Monday, January 28th 12:30 – 3:00 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\*\*Quiz #2 (Freeman 8-11; Delpit 5, 6, and 9)**

Group discussions/responses to observations

**Day 12 Tuesday, January 29th 9:00 – 12:00**

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Differentiation

Race and its impact on education

NYT profiles

**Reading due:**

Tomlinson (Moodle) **p 12 – 42**

Delpit Chapters 10, 11

**Day 13 Wednesday, January 30th 12:30 -3:00**

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Unpacking deficit perspectives in teaching and learning

**Reading due**:

Dudley-Marling (Moodle)

**Observation paper due by 10:00pm**

**Day 14 Thursday, January 31th 9:00-12:00**

Mulitple Intelligence

Learning differences, assessment, and teacher decision-making

**Reading due:**

Delpit Chapters 7 & 8

Freeman et al, Chapter 6

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**Day 15 Friday, February 1st 9:00-12:00**

**Quiz #3 (Delpit 7, 8, 10, 11; Freeman 6; Tomlinson; Dudley-Marling)**

**Week 4 Overview:** Learner Profiles; Diversity of Learners

**Day 16 Monday, February 4th 12:30 – 3:00**

Teaching students on the spectrum

**Reading due:** Moodle

**\* There will be an in-class writing reflection on the readings**

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**Day 17 Tuesday, February 5th 9:00 – 12:00 –break- 1:00 – 3:00**

Learner Profile presentations

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**Day 18 Wednesday, February 6th – no class unless more time is needed for presentations or if our schedule was moved back due to a snow day**

Course Evaluations – please complete these at your convenience