

University of North Alabama
EEX 341 - Accommodating Student Diversity in the K-6 Classroom
Fall 2012

Dr. Pam Fernstrom Chaney

Office: SH 518 **Phone:** 765-4264

e-mail: pjfernstrom@una.edu

Credit: 3 semester hours

Office Hours

Monday: 3:15 – 5:00

Tuesday: 1:30 – 3:30

Wednesday: 3:15 – 4:30

Thursday: 12:15 – 1:15

Course Prerequisites: Admission to teacher education and completion of EEX 340 (and preferably scheduled to be an intern next semester).

Course Description: Providing for student diversity in the general education classroom with emphasis on students with disabilities.

Required Readings:

- Mastropieri, M. & Scruggs, T. (2010). *The Inclusive Classroom: Strategies for Effective Differentiated Instruction*. 4th Edition. Pearson.
- LiveText membership purchased from UNA bookstore or online at www.LiveText.com
- Content on Angel Learning – go to UNA Portal & click on My Classes.
- Additional reading material will be assigned.

Course Standards & Objectives:

All requirements of EEX 341 must be satisfactorily completed to receive credit for the course. To apply credit for EEX 341 to a Teacher Education Program, the candidate must earn a C or better. The following Alabama State Department Standards will be evaluated in EEX 341. Candidates must demonstrate:

Conceptual Framework (CF)	AL Code #	290-3-3.03 Alabama Quality Teaching Standards	Evidence / How Assessed
CF 1 & 5	290-3-3-.03(4)(c)4.(ii)	Knowledge of a range of curricular materials and technologies to support the cognitive development of diverse learners.	Presentation / Rubric & COE Lesson Plan / Rubric
CF 3	290-3-3-.03(5)(c)1.(i)	Knowledge of the purposes, processes, structures, & benefits associated with collaboration & teaming.	LT Reflections / Rubric
CF 3	(5)(c)1.(ii)	Knowledge of the roles and responsibilities of members of different types of teams, including, but not limited to, BBSSTs.	
CF 1	290-3-3-.03(5)(c)4.(i)	Knowledge of research relating collective responsibility for student learning to increase achievement for all students.	
	290-3-3-.03(5)(c)4.(ii)	Knowledge of the principles of individual & organizational change & a commitment to assume personal responsibility for leading & supporting others in results-oriented changes.	
		290-3-3-.06 Elementary Education	
CF 1	(2)(c)5.(ii)	Knowledge of effective verbal and nonverbal techniques.	COE Lesson Plan / Rubric
		290-3-3-.34 Special Education	
CF 1, 3, & 5	290-3-3-.34(2)(j)2.(ii)	Knowledge of strategies for promoting coordination & collaboration between special education services & general education.	Reflections / LiveText Rubric

		290-3-3-.35 Collaborative Special Education K-6	
CF 1 & 5	290-3-3-.35 (1)(b)2.	Knowledge of validated, research-based approaches to core content area instruction	Lesson Plan / COE LP LiveText Rubric

Upon completion of this course, students will demonstrate the following additional knowledge and skills by:

1. discussing current federal laws, rules and regulations governing and/or impacting on programs for students with disabilities. (Test #1)

Page 2

2. explaining the policies and procedures to be followed when referring students for special education services. (Test #1)
3. working effectively with members of a collaborative instructional team. (In-class planning & outside of class preparation for team presentation)
4. explaining current IEP components, the general educator's role in IEP development, and the importance of keeping accurate data as related to federal, state, and district policies, and other records with legal implications. (Test #1)
5. explaining the differences between mainstreaming and inclusion. (Test #2)
6. researching and discuss modifications by content area and instructional concerns. (Lesson Plans & Test #3)
7. defining co-teaching, describe the different approaches, and determining when each might be appropriate to use. (Lesson Plans & Test #2)
8. individualizing methods, materials, and equipment to meet student's needs by providing accommodations, modifications, and/or adaptations to general education curriculum. (In-class activities, Presentation, Lesson Plans, Reflections, & Test #3)
9. identifying and describing methods of adapting grading and testing of students with disabilities. (In-class activity, Reflections, & Test #3)
10. discussing the selection and support of using curricular materials and assistive technologies that are responsive to diversity of learners, learning styles, and special needs of all students. (Lesson Plans & Test #3)

Course Requirements:

1. In this class you are expected to act in a professional manner at all times.
2. "Regular and punctual attendance at all scheduled classes and activities is expected of all students and is regarded as integral to course credit" (UNA Bulletin).
 - Part of your grade is based on your participation in class discussions and activities. Absences will be considered unexcused unless you bring a doctor's excuse (**for yourself**) or are participating in a UNA-sponsored event (**notice received from UNA administration**). **Doctor's excuses must be presented in the professor's office and a request is made to make up work at that time. It is your responsibility to make contact with the professor. You will be allowed to make up only TWO excused absences. Submitting a doctor's excuse does not mean you automatically receive the class participation points. An appropriate number of points will be deducted for being tardy and leaving class early.**
 - Class participation points will be awarded for **appropriate** behavior (being in class, on time, on-task, having class materials [text, class handouts from Angel Learning, and handouts distributed by the professor], collaborating with team members, and answering questions correctly).
 - **No tests** will be administered early or late unless it is an emergency **and prior** personal contact is made with the instructor (voice and e-mail messages are not acceptable). **Make-up exams** will be available only to students who have an **excused absence** and should be taken **before** returning to class. These make-up tests may be an alternate form (all essay) or comprehensive.
 - If you are absent when an assignment is due, the **assignment** must be turned in **before** or **prior** to the **next class session** after an **excused absence**. Points will be deducted for late assignments (1/5 of the total number of points will be deducted **each day** an assignment is late, including weekends if the assignment

can be submitted electronically). If you are going to submit an assignment after the due date and a hard copy is requested, you are required to turn in a piece of paper with your name on it.

- Assignments/tests will be due/administered during the next class session if UNA is closed unexpectedly.
- **Please take your hats/sunvisors off at the door!** Cell phones should be placed on **silent** prior to class and will not be allowed **out of your bag, etc.** unless you have a family emergency and you let me know before class begins. No IPODS or ear pieces will be allowed to be worn during class. If you choose to use a laptop in class you may be asked to provide proof of your notes taken during class immediately after class.
- Class participation points will be deducted for failing to comply with any of the above behaviors.

Page 3

3. You **must** learn to collaborate with your assigned team. It is each team member's responsibility to ensure the team process and products represent the **entire** team. Team meetings are an extension of this class. Therefore, team members should be present and on-task during team collaborations. There are three rules and **any violation of these rules will result in points being deducted from your class grade (either class participation points or specific assignment)**.
 - **NO team meetings will be held in the LRC. Find an empty classroom or library study room to have a team meeting.**
 - **EVERYTHING you discuss in your team meeting is confidential information and SHOULD NOT be discussed with class peers or other students in the College of Education.**
 - **You must learn to collaborate with all of the individuals in your team. This means you will "actively" participate in team meetings and collaborations (scheduled by teams or the professor) by sharing your knowledge base and ideas.**
4. Observe classrooms and meet with team members outside of class.
5. Read assigned text and supplemental reading material **prior** to class.
6. Final drafts of all products should be typed and submitted as requested in class (hard copy and/or electronically [LiveText or Angel]). If a hardcopy is requested only an original copy may be submitted to the instructor. Students should make or keep an electronic copy of each product **before** submitting it to the instructor on the specified date. If anything unforeseen happens to your product, you will be asked to submit another copy to the instructor. This is your responsibility to have an extra copy of all assignments.
7. Use Angel for all class communications and to access class materials.

Grading Criteria:

1. Tests	40%	A <u>professional</u> subjective judgment will be made on all work attempted in this class.
2. Application assignments/Clinical	31%	
3. Team Presentation	16%	
4. Class participation	13%	

Point equivalent for grades

A	(100 - 93%)	500 - 463 points
B	(92 - 84%)	462 - 418 points
C	(83 - 75%)	417 - 373 points
D	(74 - 65%)	372 - 323 points
F	(64% and below)	322 points and below

You may lose up to:

37 points
82 points
127 points
177 points

Accommodation Statement: In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, a disability is defined as a physical or mental impairment that

substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Disability Support Services to initiate the process to develop an accommodation plan. This accommodation plan will not be applied retroactively. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Disability Support Services (256-765-4214).

Course Content:

Page 4

- I. Special education litigation / legislation and its effect on students' instructional programs
 - A. Past special education legislation: [P.L. 94-142, P.L. 99-457, P.L. 101-476, P.L. 105-17 (IDEA '97)]
 - B. P.L. 108-446 (IDEA '04)
 - C. Key special education & Inclusion litigation (book & website searches)
 - D. Problem-Solving Teams (PST)
- II. Prereferral to placement procedures (Alabama SDE's Code, Procedures, & forms on Angel Learning)
 - A. The role of Problem Solving Teams (PSTs)
 - B. Response to Intervention (RtI)
 - C. Referral, Assessment, & Eligibility determination
 - D. Least Restrictive Environment (LRE)
 - E. IEP process & components
- III. What does inclusion mean?
 - A. Inclusion vs. mainstreaming
 - B. Characteristics of inclusive schools
- IV. Collaborative professional partnerships to foster inclusion
 - A. Principles of individual & organizational change & a commitment to assume personal responsibility for leading & supporting others in results-oriented changes.
 - B. Types of teams in elementary schools
 - C. Roles & responsibilities of members of different types of teams, including PSTs & IEPs
 - D. Purposes, processes, structures, & benefits associated with collaboration and teaming
 - E. Strategies for promoting coordination & collaboration in a collaborative team (special education services & general education)
 - F. Individual student level teams (core and support from other personnel)
- V. Collaborative planning between general and special educators
 - A. Effective teacher-led instruction (verbal & nonverbal techniques) & increasing ALL students' achievement – knowledge of research relating collective responsibility for student learning to increase achievement for all students.
 - B. Pyramid planning
 - C. Universal Design for Learning (UDL) & UNA COE's lesson plan
 - D. Making decisions about the level of accommodations, modifications, and participation
 - E. Models of co-teaching
- VI. Supporting diversity in K-6 classrooms in mathematics, science, and social studies by using:
 - A. Validated, research-based approaches to core content area instruction, including appropriate accommodations & modifications based on student's needs
 - B. A range of curricular materials to support the cognitive development of diverse learners
 - C. A range of technologies, including assistive technology, to support the cognitive development of diverse learners
 - D. Peer-mediated instruction (PMI) and grouping
 - E. Positive Behavioral Supports (PBS)
 - F. Appropriate assessment strategies to monitor individual student progress
 - G. Responding appropriately to student behavior in the general education classroom

Evaluation Criteria:

1. **Individual/team evaluations:** There will be three tests that will consist of objective and/or essays questions to be answered individually and/or collaboratively with your team. These tests will be worth a total of 200 points. Some of the points on Test #3 will be determined by your team's written evaluation of your performance during your collaboration.
2. **Class participation:** Each day you will be expected to participate in class discussions and activities. You may be asked specific oral questions, take a quiz, problem-solve with a group, or lead discussion on a particular topic, all of which will be based on your reading assignments. You will be evaluated on your overall performance. Points will be deducted for **absences, being tardy, ringing cell phones, off-task behavior** (talking to peers, etc.) during class, **not having materials**, and your **team's assessment** of your participation during teamwork. You may receive 0-3 points per class. The total number of possible points is 63.
3. **Team presentation:** As a team you will be expected to prepare a multimedia presentation of instructional strategies or methods, or accommodations that pertain to your team's topic selected in the second class session. The mutually agreed upon strategies should be presented in a creative way using **primarily outside resources** and the **textbook as support**. You should use the team presentation rubric and adhere to the following directions:
 - ☐ Members of your team **must** seek approval of your accommodations and activities from the professor **prior** to development of the presentation. Your team should provide the instructor with a detailed outline by the specified deadline and a revised outline at least three days prior to presenting.
 - ☐ Your presentation will have a 30 -35 minute limit. The presentation should be creative and informative for the class. It can be a traditional presentation, role-playing, take another demonstration-style format, or be a combination. You can also consider incorporating one of the methods of co-teaching. **At least one team member should be responsible for scheduling a "run-through" of the PowerPoint presentations with the professor.**
 - ☐ While planning your presentation, you will be expected to participate in at least **two** team **chat sessions** using Angel Learning. Your team is responsible for letting the professor know (by Angel e-mail) the date and time of the online chat **in advance of the chat.**
 - ☐ Your presentation must incorporate the use of at least:
 - ✓ 1 graphic organizer (GO) either as a before, during, or post organizer. GOs may be team-developed or obtained from websites or books.
 - ✓ two (working) hyperlinks within your presentation. Many teams incorporate their references at the end of the PowerPoint presentation as a list of hyperlinks for the class.
 - ✓ 1 large and 1 small bulletin board. These should be "teaching" bulletin boards that are incorporated into the presentation.
 - ☐ Each team should prepare typed handouts to provide to each class member. The handout **may** contain information such as: (1) a description of steps involved in the strategy, accommodation, modification, procedure, etc. (clear, easy-to-understand directions that a typical teacher could use); (2) a list of necessary materials; (3) additional material not discussed in the presentation. With the team's permission, each presentation will be placed on Angel Learning. Therefore, teams do not need to include the presentation slides in their handouts.
 - ☐ Everyone in the team is expected to contribute to the presentation and present. It is the team's decision how and what will be presented. Your team will be evaluated on the materials you use and points will be distributed across the following categories: Organization of presentation, clarity, appropriateness for students with disabilities, originality, adhering to time limit, other requirements outlined on the presentation rubric. Your individual collaboration, participation, and verbal skills will also be assessed. Your individual grade will be the number of points awarded to the team for the presentation and your

individual contribution to the presentation (total number of possible points = 82). After the presentation, each team member will provide the instructor with an individual assessment of each member's contribution to the planning and the presentation. **Points will be deducted for missing meetings/chats and being “active” participants during the team collaboration.**

Page 6

4. **Application & Reflections:** You will submit, as scheduled, the following products using the LiveText or Angel template/materials created. These submissions will be worth a total of 155 points. Computer assistance will be provided if you make an appointment. You will write responses and personal reflections to assigned activities and readings.
 - a. **Assigned Reflections:** You will read materials and provide responses to scenarios / questions posed in LiveText or Angel that focus on topics related to response to instruction, student progress monitoring, instruction, and classroom management/behavior for students with learning and behavior problems. These reflections will be worth a total of 55 points.
 - b. **Observation Clinical:** Make one three-hour observation in a general education classroom in **three different** subject areas where one or more students with mild to moderate disabilities are included. A description of the instruction during each subject-area lesson will be submitted. You will identify the accommodations used to ensure the student(s) is/are included and reflect on additional accommodations that you believe should have been implemented. This observation may be conducted in your local schools once you determine the school meets the required demographics and obtain permission from the principal/teacher. If you need a classroom, please see me by the deadline on the schedule. These observations will be worth 30 points.
 - c. **Teacher interview:** You will interview an elementary general education teacher regarding inclusive practices. See me by the deadline if you need help in finding a teacher. This is worth 20 points.
 - d. **Lesson plan accommodations/modifications:** You will complete two team lesson plans with accommodations. The first team lesson plan will be completed in class and the second will be completed in at the end of the semester, either during a class session, Test #3, or outside of class. These two plans are worth a total of 50 points. The lesson plans will be revised using strategies and methods learned in class and addressing all “sections” of the lesson regarding individual learning needs (objective[s], instructional strategies that should be used, resources, the evaluation of the objective[s], a co-teaching model, PMI, and technology). The College of Education’s lesson plan rubric will be used to assess your second plan, whereas the team will receive analytical feedback on the first and second lesson plan. Points for these class assignments will focus on the accommodations and the specific expectations set by the professor. An assessment of your knowledge and collaboration skills will also be part of your grade.

Evaluation Points: *Application & Reflections

<u>Assignment</u>	<u>Possible Number of Points</u>	<u>Number of Points Earned</u>	<u>Number of Points Lost</u>
Test #1	80	_____	_____
Test #2	70	_____	_____
Test #3	50	_____	_____
Team Presentation	82 (assessed in LiveText [LT])	_____	_____
Teacher Interview	20* (completed & assessed in LT)	_____	_____
Team Lesson Plan 2	30* (completed & assessed in LT)	_____	_____
Team Lesson Plan 1	20* (completed in class)	_____	_____
K-6 Observations	30* (completed & assessed in LT)	_____	_____

Assigned Reflections	55* (completed & assessed in LT & Angel)	_____	_____
Class Participation	63 (posted on Angel @ end of sem)	_____	_____

Page 7

Syllabus & Honor Code Statement

I have received a copy of the syllabus for **EEX 341**. I have read the syllabus and have been offered an opportunity to ask questions about it. I understand and agree to the requirements in this syllabus.

Name_____ Date_____

I understand that **EEX 341** works on the honor system. Therefore, I will not discuss test items with individuals who are not in my class; I will not ask to examine a previous 341 student's work, nor will I allow anyone to look at or copy my class assignments, now or in the future. I understand that if I am suspected of cheating on an assignment/test, submitting work obtained from other sources, or do not follow clinical procedures outlined in the syllabus that my name will be submitted to the Dean of the College of Education, then to the Vice President of Academic Affairs, and possibly the office of Judicial Affairs. I understand that if any of my work is used in any inappropriate manner, my grade in this class is subject to change or I may be dismissed from the class or UNA.

Name_____ Date_____

**UNIVERSITY OF NORTH ALABAMA
COLLEGE OF EDUCATION**

CONCEPTUAL FRAMEWORK

*“Engaging Learners,
Inspiring Leaders,
Transforming Lives”*



The Conceptual Framework establishes a shared vision in preparing educators to work effectively in P–12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, service and accountability. The Conceptual Framework is continuously evaluated in an outcome based system, and is knowledge-based, articulated, shared and consistent with the University of North Alabama’s institutional mission –

“Changing lives. Creating futures.”

The Conceptual Framework is designed to reflect current research-based knowledge and effective practices through professionalism, assessment, collaboration, technology, diversity and reflection. The UNA College of Education prepares

“Knowledgeable Practicing Professionals”

who:

1. Have content and pedagogical knowledge to demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of their practice;
2. Have the knowledge and ability to use assessment strategies to guide teaching and learning, especially impact on student learning, and to strengthen instruction and increase professional growth
3. Form communities of learners with other teachers, parents, and members of the community, through collaboration, teamwork, and research-based approaches;
4. Use technology to support assessment, planning and instruction for promoting student learning;
5. Value and plan for diversity in curriculum development, instructional strategies and in the promotion of social consciousness;
6. Know and use self-awareness and reflection as decision-making tools for assuring student learning, professional performance and personal growth.

Graduates of the University of North Alabama’s College of Education are knowledgeable practicing professionals who are prepared as outstanding educators and leaders through achievement of the highest standards of knowledge and practice to assist all students to learn.