**EDSE 4070 Teaching Diverse Populations**

**UNT**

**Syllabus**

**Department of Teacher Education and Administration l**

**Phone:**

**Fax**

**E-mail**

**Office Hours:**

**Catalog Description:**

Provides knowledge and skills required for developing and implementing challenging instruction for students who are culturally different, students who receive special education services, and students who are identified as gifted and talented. Instruction, assignments, directed field experience and other class activities may take place on site in a school setting. Prerequisite(s): Junior standing and admission to teacher education.

**Learning Objectives:**

This course focuses on the three specific populations (1) multicultural groups, (2) special education students in the mainstream, and (3) students identified as gifted and talented. For the purposes of clarity and understanding, course objectives and content are highlighted within three distinct sections. A major outcome of this course is for the student to demonstrate competency in developing a reflective model to effectively teach diverse populations in today’s schools. Students will be able to demonstrate an understanding of the following constructs.

I. Multicultural Group Objectives:

a. The broad issues of racism, sexism, classism, assimilation, and pluralism in American society.

b. The effects of poverty and discrimination on children and youth.

c. The manner by which institutions perpetuate discrimination and prejudice.

d. The process for evaluating educational programs and curricula according to multicultural proficiencies for teachers from the Interstate New Teacher Assessment and Support Consortium.

e. The learning styles and other key individual differences that affect teaching and learning as well as how to apply the theory of Multiple Intelligences.

f. The process for modifying curricula to support a culturally responsive pedagogy.

g. The construct of self-esteem and ways of integrating esteem building activities in the curricula.

h. The processes and issues related to the assessment of students in the culturally diverse settings.

II. Special Education and Inclusion Objectives:

a. Identify the categories of disabilities (autism, deaf-blindness, deafness, speech and language disorder, learning disability, traumatic brain injury, etc.).

b. Identify the effects of physical and sensory impairments on normal development.

c. Identify the types and characteristics of learning disabilities and appropriate modifications.

d. Identify the types and characteristics of intellectual disability.

e. Identify the types and characteristics of emotional disturbances.

f. Identify professional special education organizations and publications and their functions.

g. Cite the history of federal laws and legal requirements for placement of special education students in mainstream/inclusion classes.

h. Identify effective teaching strategies from successful inclusion practice that help teachers meet individual learning needs of students.

III. Gifted and Talented Objectives:

a. Describe the major cognitive and personality characteristics of gifted secondary students.

b. Describe the primary proficiencies needed by teachers of gifted students.

c. Describe and identify examples of the content and process modifications used in developing curriculum for the gifted.

d. Modify a given lesson plan or unit of study in their field(s) to be more appropriate for gifted students.

e. Describe modifications in student products and learning environments needed by gifted students.

**PPR Standards:**

Competency 2: The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students’ learning.

Competency 3: The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

Competency 4: The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

Competency 5: The teacher knows how to establish a classroom climate that fosters learning, equity and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

Competency 6: The teacher understands strategies for creating an organized an productive learning environment and for managing student behavior.

Competency 12: The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

Competency 13: The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

**Required Text:**

Gollnick, Donna and Philip Chinn. *Multicultural Education in a Pluralistic Society.* Columbus, Ohio: Pearson, 2009.

Ehrenreich, Barbara. *Nickel and Dimed.* New York: Henry Holt and Company, 2008.

**Course Requirements:**

The final grade for this class will be determined on the basis of tests, reports, and a variety of class activities as indicated below. Students are expected to attend all class meeting, complete all course requirements, participate actively in class discussions and activities, and submit all assignments as detailed in the course contract.

*Assignments:*

1. **Group presentation of journal lesson/article.** Students will organize into groups by subject specialization (math, history, kinesiology, science, English, etc.) and teach one selected article/lesson based on race/ethnicity, gender, exceptionality, socioeconomic class, linguistic, or religious diversity. Professional journals from the various subject areas are available in Willis Library in the periodicals room located on the first floor. Each group will prepare a class presentation based on the group’s selected exemplary lesson. This activity is designed to show students the rich instructional resources available to them as they prepare for their student teaching experience. (20% of final course grade)

2. **Analysis of professional journal articles related to diversity issues.** This assignment also meets the requirement for the TK-20 entry to be completed by the end of the semester. Students will read three articles from the professional journals in his/her teaching field and focus on the diversity issues addresses in this course – gender, exceptionality, race/ethnicity, socioeconomic class, linguistic diversity, or other theme. An 8 page report, excluding the reference page, will consist of a thoughtful, highly detailed analysis of the articles with practical implications for a successful student teaching. A more detailed description of this TK-20 requirement (academic data management system for teacher candidates) is attached to this syllabus. (20% of final course grade)

3. **Personal contract/portfolio artifacts.** Students will complete selected activities from the attached course contract consisting of six course goals organized, linguistic diversity, gender issues, race and ethnicity, class, exceptionality, and multicultural teaching resources. Selected activities will be completed and presented in class in accordance with the course schedule below. (20% of the final course grade)

4. **Nickel and Dimed by Barbara Ehrenreich.** Students will read this firsthand account about low-wage working conditions and workers when the topic of socioeconomic status is presented by the course instructor. Students will prepare a reflective 4-5 page paper about the implications of this undercover report for students attending Texas schools. According to the Texas Education Agency about 57 percent of Texas students are classified as economically disadvantaged (measured by the number of students receiving free or reduced lunch). See the attached set of questions to be used in completing this assignment. (20% of the final course grade)

*Tests/Exams:*

5. **Mid-term and Final Exams.** Two objective type tests based on class lectures and the course text will be administered on days shown in the following schedule (20% of the final course grade)

**Evaluation and Grading System:**

The course will be calculated using the following scale:

 A – 90-100%

 B – 80-89%

 C – 70-79%

 D – 60-69%

 F – below 60%

Schedule

**1/18 Introduction to Diversity and Teacher Education: Texas’ Public School Statistics and Accountability System for a Diverse School Population**

**1/20 Preparing for a Successful Student Teaching Experience: Reading Professional Journals and Joining Teacher Organizations (read chapter 1 – Foundations of Multicultural Education)**

1/25 Theme #1—Exceptionality and Educational Equality for All Students with Disabilities (read chapter 5 – Exceptionality)

1/27 Exceptionality continued

**2/1 Exceptionality – Gifted and Talented Learners: At-risk, too!**

**2/3 Exceptionality continued**

2/8 Theme #2 – Class and Socioeconomic Status: Understanding How Poverty Impacts Learning and Achievement (read *Nickel and Dimed)*

2/10 Class and Socioeconomic Status continued

**2/15 *Nickel and Dimed* Report Due**

**2/17 Theme #3 – Gender and Sexual Orientation (read chapter 3 - Gender and Sexual Orientation)**

2/22 Gender Balancing the Curriculum continued

2/24 Gender issues continued

**3/1 Theme #4 – Race and Ethnicity: Culturally Responsive Teaching (read chapter 2 – Ethnicity and Race)**

**3/3 Race and Ethnicity continued – Theory of Multiple Intelligences**

3/8 Contract Day

3/10 Test #1 – chapter 1-5

**Spring Break!!!!**

**3/22 Theme #5 – English Language Learners in the General Classroom: Instructional Modifications for Beginning to Advanced English Language Learners**

**3/24 Contract Day or TBD**

3/29 Religious Diversity and Conflict (read chapter 7 – Religion)

3/31 Religious Diversity continued

**4/5 Age (read chapter 9)**

**4/7 Geography (read chapter 10 – Geography)**

4/12 Contract Day

4/14 Multicultural Education (read chapter 10)

**4/19 Exemplary Lessons from Professional Organizations (group presentations by subject area specialization)**

**4/21 Exemplary Lessons continued**

4/26 Exemplary Lessons continued

4/28 Exemplary Lessons continued

**5/3 Where Theory and Practice Meet**

**5/5 TK-20 Requirement**

Final Exam – Chapters 6-10

**Class Policies:**

 *Disabilities Accommodation:* “The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class.”

*Academic Integrity:* Students are encouraged to become familiar with UNT’s policy on academic integrity: <http://www.unt.edu/policy/UNT_Policy/volume3/18_1_16.pdf>. Academic dishonesty, in the form of plagiarism, cheating. or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

*Student Conduct:* Expectations for behavior in this class accord with the Code of Student Conduct: “Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc.” See [www.unt.edu/csrr](http://www.unt.edu/csrr).

*Acceptable Student Behavior:* Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [www.deanofstudents.unt.edu](http://www.deanofstudents.unt.edu).

*Attendance:* See instructor’s attendance policy.

*Eagle Connect*: All official correspondence between UNT and students is conducted via Eagle Connect and it is the student's responsibility to read their Eagle Connect Email regularly.

*Cell Phones and Laptop:* Students should turn off cell phones when they are in class unless the phones are being used for learning activities associated with the course.

*SETE:* The Student Evaluation of Teaching Effectiveness (SETE) is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

*Collection of Student Work*: In order to monitor students' achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

*TK20*: Some undergraduate and graduate education courses require assignments that must be uploaded and assessed in the UNT TK20 Assessment System. This requires a one-time purchase of TK20, and student subscriptions are effective for seven years from the date of purchase. Please go to the following link for directions on how to purchase TK20: <http://www.coe.unt.edu/tk20>. Announcements regarding TK20 will also be posted on this website.

*Comprehensive Arts Program Policy.* The Elementary Education program area supports a comprehensive arts program to assist preservice and inservice teachers to design and implement curricular and instructional activities which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

*Technology Integration Policy.* The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist preservice and inservice teachers to design and implement curricular and instruction activities which infuse technology throughout the K-12 curriculum.

*TExES Test Preparation*. To meet state requirements for providing 6 hours of test preparation for teacher certification candidates, the UNT TExES Advising Office (TAO) administers the College of Education TExES Practice Exams. Students who want to take a practice exam should contact the TAO (Matthews Hall 103). Students may take up to *two exams* per session that relate to their teaching track/field at UNT. Students should also plan accordingly, as they are required to stay for the entire testing period. Current students must meet the following criteria in order to sit for the TExES practice exams: Students must (1) be admitted to Teacher Education, (2) have a certification plan on file with the COE Student Advising Office, and (3) be enrolled in coursework for the current semester. For TExES practice exam registration, go to: <http://www.coe.unt.edu/texes-advising-office/texes-practice-exam-registration>. If you need special testing accommodations, please contact the TAO at 940-369-8601 or e-mail the TAO at coe-tao@unt.edu. The TAO website is [www.coe.unt.edu/texes](http://www.coe.unt.edu/texes). Additional test preparation materials (i.e. Study Guides for the TExES) are available at www.texes.ets.org.

*“Ready to Test” Criteria for Teacher Certification Candidates* . Teacher certification candidates should take the TExES exams relating to their respective certification tracks/teaching fields during their early-field-experience semester (i.e. the long semester or summer session immediately prior to student teaching).

*Six Student Success Messages.* The Department of Teacher Education & Administration supports the six student success messages on how to succeed at UNT: (1) Show up; (2) Find support; (3) Take control; (4) Be prepared; (5) Get involved; and (6) Be persistent. Students are encouraged to access the following website: <https://success.unt.edu>. The site contains multiple student resource links and short videos with student messages.

NOTE: THIS COURSE SYLLABUS/SCHEDULE IS INTENDED TO BE A GUIDE AND MAY BE MODIFIED AT ANY TIME AT THE INSTRUCTOR’S DISCRETION.