



MISSISSIPPI STATE UNIVERSITY™

COLLEGE OF EDUCATION

Department of Curriculum, Instruction, and Special Education Course Syllabus

EDF 4243 Planning for the Diversity of Learners

Credit Hours: Three (3) credit hours

Method of Instruction: Blended

Catalog Description: (Pre-requisites: Admission to teacher education Phase II; concurrent enrollment in EPY 3143 Human Development and Learning, Practicum in Secondary Education and/or Reading Strategies is advised.) A study of variables contributing to the creation and management of a positive learning environment for the complexity and diversity of middle and high school students.

College of Education Conceptual Framework



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development center on the tenets of knowledge, collaboration, reflection, and practice. For additional information, please visit <https://www.educ.msstate.edu/about/framework/>.

Course Objectives

1. Demonstrate an understanding for working with diverse (diversity of culture, ethnicity, socio-economic level, developmental level) learners using pro-active management strategies, appropriate attending behaviors, active listening, and responding which include: INTASC 1 & 2, 5; CFPO b, e, & f; CRT 1.1, 2.1, 3.1)
 - a. Classroom management ideas from Carol Weinstein and Harry Wong's work
 - b. Behavior management ideas from Nel Nodding's work on Classroom Community, and Kohn's work on competition
 - c. Equity, Diversity and Social Justice ideas from Deborah Meier's and Theodor Sizer's school reform work; Rick Wormeli's research on grading and assessment in the differentiated classroom, & Eric Jensen's teaching children living in poverty
 - d. Socioemotional approaches to management like William Glasser's Reality Therapy and Choice theory

- e. Group process designs like peer mediation, conflict resolution and critical Friends groups
2. Discuss and create a unit plan which demonstrates the candidate can: (INTASC #4, 3 & 7; CFPO b, e, h; CRT 4.1,4.2,9.2, 9.1)
 - a. Gather and use pertinent information about students, their culture, and their world.
 - b. Decide about content to be studied using knowledge of multiple cultures.
 - c. Incorporate state, national, and leading professional organization's curriculum frameworks
 - d. Develop long range goals and objectives.
 - e. Write objectives stated in behavioral terms in his/her area of expertise.
 - f. Develop activities to achieve long range goals and objectives.
 - g. Evaluate long range goals and objectives.
 - h. Use strategies beyond those that primarily serve the culture of power
3. Create a universal intervention plan which demonstrates the candidate can: (INTASC #3, 4, 5, & 7; CFPO b, e, h; CRT 9.1,11.1,14.1)
 - a. Listen to, talk to, and observe real middle and high school students & teachers in contemporary classrooms
 - b. Understand the diversity and complexity of contemporary middle and high schoolers
 - c. Design physical learning environment, using knowledge of multiple cultures
 - d. Establish norms for behavior respectful of multiple cultures
 - e. Create safe and caring classrooms respectful of multiple cultures
 - f. Work with multicultural families
 - g. See an interactive learning environment as the primary management tool
 - h. Establish and allow students to establish classroom procedures
 - i. Develop a plan for challenging student behavior which question the teacher's role
4. Provide speeches, presentations, oral reports and brief arguments which show understanding of (INTASC 4,6; CFPO g; CRT 12.1,7.1,6.1)
 - a. Parts of a formal oral presentation
 - b. Qualities of effective oral communications
5. Demonstrate effective use of technology by (INTASC 6; CFPO j; CRT 14.1)
 - a. Finding and procuring available resources
 - b. Locating and using lesson plans from the internet
 - c. Creating visuals for instructing.

Detailed Course Outline/Topics Covered in the Course

1. Types of planning (INTASC #4, 3 & 7; CFPO b, e, h; CRT 10.1)
 - a. Introduction to unit planning for diverse learners
 1. Unit organization- thematically, chronologically, topically
 2. Unit timing- scope, sequence, duration, breadth, and depth of content
 3. Unit components- resource pools, strategy variation, goals, and objectives alignment
 - b. Introduction to lesson planning for diverse learners
2. Types of management to meet the needs of the diverse (INTASC #3, 4, 5, & 7; CFPO b, e, h; CRT 8.1)
 - a. Planning and managing learning strategies and activities that fit diverse learners & learning objectives:
 1. Traditional methods: direct instruction, independent work, recitation, discussion, mini-lectures
 2. Progressive methods: group work, cooperative learning, student-directed models, action research models
 - b. Motivation of students from diverse backgrounds

1. Expectations to succeed: providing opportunities, reasonable goal setting, effort and outcome relationships, assessment and feedback, extra motivation for the discouraged
2. Valuing Tasks: relating to students' own lives, providing choice, teacher enthusiasm for content and learning, reward systems, peer interaction, variety and novelty, active responding, re-socializing under achievers, disaffected, and apathetic students
- c. Classroom administrative issues which attend to the diverse needs of students
 1. Arranging and decorating the physical environment
 2. Norm setting for caring & safe classrooms
 3. Working with families
 4. Record keeping- grade books, planning documents, incident reports/field notes
3. Planning for diversity in the classroom (INTASC #3, 4, 5, & 7; CFPO b, e, h: CRT 1.1, 5.1)
 - a. Understanding diversity as a function of culture (not ethnicity, not religion, not class)
 - b. Equity for diverse ethnic cultures
 - c. Equity for diverse regional cultures
 - d. Equity for diverse SES cultures
 - e. Equity for diverse power cultures
 - f. Equity for diverse religious cultures
 - g. Equity for diverse lifestyle cultures
4. Effective communications in the classroom (INTASC 4,6; CFPO g; CRT 8.1,)
 - a. Formal speaking occasions
 1. Introduction which previews and included subject, purpose, context, and background statements; to create an appropriate speaking pace; to capture the audience's attention; to effectively communicate the subject to the audience
 2. Body which stays focused on the subject and purpose; organizes supporting detail effectively; reveals careful audience analysis; is technically accurate; has clear transitions between points; shows time allocated
 3. Conclusion which briefly reiterates the main ideas and/or points; brings the presentation to a smooth ending (not too abrupt)
 - b. Content selection, body language, considering audience, visual aids, time allocation, content delivery, eye content, professionalism, and confidence.
5. Application of technology to support teaching (INTASC #6; CFPO j)
 - a. Application of power point
 - b. Use of Internet- negotiating SPAs (NCTE, NCTM, NCSS, NASPE, etc.) websites
 - c. Use of E-mail as a tool for individualizing instruction
 - d. Use of Canvas Collaborate for submission of assignments and/or class presentations

Text(s)/Course Material

Required Text:

Pang, Valarie Ooka (2018) *Diversity & Equity in the Classroom*, Mind Tap.

The purchase of one trade text is required.

Suggested Text:

Jensen, Eric. (2009). *Teaching with Poverty in Mind* (9th Edition). ASCD.

Wong, Harry K., Wong, Rosemary T., (2009). *The First Days of School* (4th Edition). Wong, Harry K. Publications.

Materials:

All projects must be word-processed, therefore candidates must procure a computer to use for written work. Everyone must have a spiral notebook used for this course only, in which ALL class materials are contained.

3-ring binder
See-through envelopes for the binder
Pens, pencils, etc.

Description of Instruction

- This is a 3-hour blended class study of variables contributing to the creation and management of a positive learning environment for the complexity and diversity of the middle and high school students. Students may attend face-to-face or log on live through Canvas; or watch later as each class will be recorded. On alternate weeks students will be assigned work online.
- This is a hybrid course, which means some of our meetings will be online (asynchronous), and some will be face to face. This schedule is subject to change. If possible, the students will be notified about any changes in the schedule. This course will require students to work outside of class on required assignments via Canvas Collaborate and MyCourses.
- This course is also a blended course, which means that there is an opportunity to attend the face to face meetings via Canvas (participating “live”).
- If you choose to participate in class activities via Canvas, it is your responsibility to ensure you are proficient at using Canvas for “live participation” in blended courses. Also, you will be required to use a working video camera and microphone. If you choose to participate in class activities via Canvas (as explained above), you are responsible for ensuring that you have a stable Internet connection, a working video camera, and a microphone. Technical difficulties will NOT be considered an excused absence from class and will result in loss of participation points for that particular class meeting. If you choose to participate in class activities via Canvas, you are expected to answer all questions posed by the instructor and other students and participate in all activities. Participating in this course via Canvas does NOT excuse you from completing homework and submitting it by the due date and time as instructed. If you choose to participate via Canvas, you are responsible for volunteering to answer questions, participate in discussions, and demonstrate your knowledge of the course material in order to earn the participation points.
- If you choose to participate in class sessions via Canvas, or if you choose to attend this class face to face, you are responsible for your learning and are expected to listen attentively, take notes, participate in discussions, activities and collaborate with other students. No special treatment will be given to the students participating via Canvas. Additionally, if you do not have access to high-speed Internet or the equipment necessary to participate in this course via Canvas, or if the equipment is not functioning properly, you are required to come to campus on the days when this class meets face-to-face.
- If the instructor sees that a student’s participation in in-class activities is declining or the grades for any type of course assignments are declining, the instructor will require the student to stop attending the class meetings via Canvas and attend face to face.
- The face to face class sessions will be recorded. The instructor cannot guarantee access to the recorded sessions. If a technology malfunction occurs, or there are other unforeseen circumstances, the students will need to learn the course material planned for that particular day independently; complete and submit the assignments/activities planned for that particular day.
- Instruction will occur in large and small group settings. Students will present researched material, provide oral reports, and participate in group discussions. This course will require students to utilize MyCourses for various course discussions, assignments, and assessments.
- Socratic questioning, digital media enhancements, hands-on activities, guided discussions, lectures, field experiences, demonstrations, and more instructional strategies will be used in this course. Panel discussions and lectures will also be a part of this course.

Mississippi State University Honor Code

“As a Mississippi State University student, I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Academic dishonesty will not be tolerated and will be dealt with according to MSU policy. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code.

For additional information visit: <http://students.msstate.edu/honorcode>.

Technology

Throughout this course, you will be exposed to various forms of technology (both hardware and software). It is also expected that you will use various technology tools throughout the course. As future teachers, it is important that you are able to leverage technology tools to support your efficiency as a teacher, and to support student learning. Checking e-mail daily is a requirement. Only msstate.edu e-mail addresses will be used. Candidates are responsible for ensuring reception of e-mail from teacher and classmates.

Diversity

Enrollment in this course carries the understanding that all students, faculty and course visitors are considered part of an inclusive learning environment where individual beliefs, backgrounds and experiences are respected and recognized from a strengths-based perspective. Educational research has shown that heterogeneous groupings often lead to stronger learning outcomes for all involved, and to that end, all students in this course are encouraged to engage with one another in productive scholarship. Students will be expected to complete all assignments with issues of diversity in mind.

Accommodations for Students with Disabilities

Students with disabilities in need of accommodations to meet the expectations of this course are encouraged to bring this need to the attention of the instructor and should register with the Office of Student Support Services as soon as possible. The Office of Student & Disability Support Services is located in O1 Montgomery Hall and can be reached via telephone at (662) 325-3335.

<http://www.sss.msstate.edu>.

Field Component

You will be required to observe at a local Boys and Girls Club or other similar after-school program (prior approval from the instructor needed) for at least 5 hours. It is your responsibility to have written documentation from your chosen field placement stating you have permission to observe at that location.

Evaluation of Student Progress

Each project will be scored using project-specific rubrics.

Student Activities:

All course activities require students to EDF 4243 to attend, to participate, to read, and - most importantly - to reflect in order to receive a passing grade. Three projects are central to the reflection, and the reflection is mutually central to the projects.

- **Unity in Diversity Project** The purpose of the Unity in Diversity project is for students to provide presentation which demonstrates deep, reflective understanding of how specific educational theory might help a teacher candidate design specific strategy which would bring about equity among the diversity of student groups in classrooms. A more detailed assignment description and evaluation rubric will be provided. The overall goal is for each teacher candidate to explain how he/she plans to bring unity and a celebration of diversity to his/her classroom. How the service provided to a student enhances the process of unifying diversity must be referenced in the project. Teacher candidate students will select a unique text from the list provided, read it, and prepare unique presentations that answer the following 3 questions and meet the rubric for the design project.

 1. Who is this educational theorist? What was his/her life like? (Briefest of the 3 parts; must include a reflective connection)
 2. What is this educational theorist contribution (theory, buzzword, concept) to the field of education? (Briefer than part 3; must demonstrate entire selected text has been read and include a reflective connection)
 3. How might I use this person's theory in my _____ (content area here) classroom to design practices which will unify diversity? (Spend most of the talk on this 3rd piece; Use synthesis and evaluation to compose this section to meet all rubric elements and include a reflective connection)
- **Diverse Teaching and Classroom Management Strategies Project** Each teacher candidate will research various strategies for managing a classroom of diverse learners (ethnic, regional, SES, religious, lifestyle, or disengaged learner/underachieving). Teacher candidates may work in pairs or individually on this project. How the strategies discussed when provided to a student with a diverse background would enhance learning process must be referenced in the project. A more detailed assignment description and detailed grading rubric will be provided.
- **Curriculum Design Project** The purpose of this project is to give teacher candidates a foundation for instructional planning and design which will be covered in future methods courses. The Curriculum Design Project will require teachers to prepare a learning unit plan, which includes a description of target population, annotated resources listing, instructional strategies, curriculum alignment statements, discussion of unit placement and duration, unit plan, and a lesson plan. Discourse of reflection and critical perspective must permeate the documents. How the service provided to a student with a diverse background enhances the curriculum design process must be referenced in the project. The various written documents will be collated into a single project under single cover. A full assignment description and evaluation rubric will be provided.
- **Reflection in Action Observation Journal Test/Field Experience Reflection and Documentation** Additionally, in EDF 4243, teacher candidates engage in earning a portion of their grade by managing their own stance toward design, discourse, and disposition. The grade bundles talk, observation, and reflection into a 20% portion of the grade in the course.

 1. Discourse (that's the talk) is a major display of a person's designs of self as a teacher. How teacher candidates talk about teaching shows what each thinks about teaching. The discourse or talk (e-mail, blog, discussion group, e-chat) about unity in diversity, field observations, diverse teaching and classroom management strategies project, and curriculum design project will be assessed by a rubric that will be provided.
 2. The course reflection in action journal is a reflection folder/journal each student uses during the entirety of the design process of the EDF 4243 course. Each teacher candidate reads and discusses various texts and consults with teacher experts about ideas for unity in diversity, universal interventions, and curriculum design. Throughout the semester, writings and notes in the reflection in action journal become artifacts of the thinking about course topics.

3. The “test” on the reflection in action journal will contain questions concerning specific discussions/topics that were covered during the duration of the course, questions/discussions pertaining to the field experience hours, as well as reflective questions for the teacher candidate to respond.

Scoring Criteria

Unity in Diversity Project:	22 points
Diverse Teaching and Classroom Management Strategies Project:	20 points
Curriculum Design Project:	20 points
Reflection in Action Observation Journal Test/ Field Experience Reflection and Documentation:	20 points
Participation & Dispositions:	18 points
Total points:	100 points

Grading Scale

90 – 100 points:	A
80 – 89 points:	B
70 – 79 points:	C
60– 69 points:	D
59 and below:	F

Attendance Policy

- Instruction will be based on course discussion, group work, group projects, in class writing and reflection, and many other participatory activities. Class participation is a professional responsibility - class attendance is as well. The MSU Bulletin (p. 17) states: “upon registration, the student accepts the responsibility of attending all classes and doing any work the instructor may prescribe. When absence from class is essential, it is the responsibility of the student to make arrangements satisfactory to the instructor with regard to the work missed.” Absences beyond those which are essential will be reported to the student’s advisor and to the Dean of Students. Further, one absence will be excused during the semester. For each absence after that, 5 points will be deducted from the final grade earned. It is your responsibility to turn in documentation for any additional excused absence when you come to class. I will not ask for it. However, I will need to keep the documentation for my records, so bring a copy that I can keep. NOTE: Doctor’s notes will be accepted to excuse absences; however, dates must match dates absent from class.
- If you are absent, you are required to consult with another student to find out the details of readings and assignments due for the next class. You must always come to class prepared and ready to turn in your assignments. Absences do not excuse you from being prepared the next time the class meets. You are responsible for all materials distributed and discussed. Assignments are due whether you are in class or not. If students are absent when examination is given, students will receive a grade of “0” (zero) for the examination unless special arrangements have been approved prior to the absence.
- After you have consulted with another student, you need to email the instructor because every student who misses a face to face class meeting will be required to complete extra assignments in addition to the homework due the next class meeting. The assignments required to compensate for missed class meetings may be different from the assignments that other students completed in class. These may include the following: answering a list of questions to demonstrate that the student has mastered the material studied during class; writing an essay on a topic assigned by the

instructor, moderating a discussion board on a topic assigned by the instructor, completing a chapter log, and other assignments.

Title IX Policy

MSU is committed to complying with Title IX, a federal policy that prohibits discrimination, including violence and harassment, based on sex. This means that MSU's educational programs and activities must be free from sex discrimination, sexual harassment, and other forms of sexual misconduct. If you or someone you know has experienced sex discrimination, sexual violence and/or harassment by any member of the University community, you are encouraged to report the conduct to MSU's Director of Title IX IEEEO Programs at 325-8124 or by e-mail totitleix@msstate.edu. Additional resources are available at <http://www.msstate.edu/web/security/title9-12.pdf>, or at <http://students.msstate.edu/sexualmisconduct/>.

University Safety Statement

Mississippi State University values the safety of all campus community members. Students are encouraged to register for Maroon Alert texts and to download the Everbridge App. Visit the Personal Information section in Banner on your MyState portal to register. To report suspicious activity or to request a courtesy escort via Safe Walk, call University Police at 601-934-0863 (Meridian Campus) or 662-325-2121 (Starkville Campus), or in case of emergency, call 911. For more information regarding safety and to view available training resources, including helpful videos, visit ready.msstate.edu.

Mississippi Educator Code of Ethics

This code shall apply to all persons licensed according to the rules established by the Mississippi State Board of Education and protects the health, safety and general welfare of students and educators. Ethical conduct is any conduct which promotes the health, safety, welfare, discipline and morals of students and colleagues. Unethical conduct is any conduct that impairs the license holder's ability to function in his/her employment position or a pattern of behavior that is detrimental to the health, safety, welfare, discipline, or morals of students and colleagues. Any educator or administrator license may be revoked or suspended for engaging in unethical conduct relating to an educator/student relationship (Standard 4). Additional information on the Mississippi Educator Code of Ethics 10 standards is available at https://www.mdek12.org/sites/default/files/documents/code-of-ethics_final.pdf.

The Code of Ethics will be discussed in the first class.

Mississippi College and Career-Ready Standards

Content standards outline the skills and knowledge expected of students from grade to grade and subject to subject. In addition to the Mississippi College and Career-Readiness Standards, the Mississippi Department of Education has developed a wide variety of training materials for educators and administrators across the state.

Students will routinely discuss MS CCRS as it applies to teaching their subject matter in each chapter.

Bibliography

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