Instructor:    Sara Lawrence, MT, MS, PHD Candidate
Email:       sara.lawrence@tamut.edu
Office:      252 University Center
Office Phone: 903/223-3095

Office Hours:       Monday – Friday, 8:30 a.m. – 5:00 p.m.

Course Description: This course contains the professional body of knowledge necessary for the effective teaching of diverse learners for student success. This course focuses on understanding theories and strategies that address the needs of a diverse population that compose today's classrooms in the public school systems. Included in this course will be diversity issues, planning techniques, effective teaching strategies, differentiated instructional and assessment strategies, motivational concepts, and informal and formal assessment practices.

Instructional Design: Course objectives and activities meet requirements for TExES certification standards, A&M - Texarkana requirements for graduate level courses and teacher certification. This course is offered web-enhanced and web-based; therefore students are required to have continuous Internet access. Course syllabus, instructor notes, activities, assignment guidelines and rubrics, and specific resources will be posted on the course website. As a web-enhanced or web-based course, instructional interactions with peers and instructor will be enhanced using online discussion boards, journal entries, and email.

Required Books:


**Additional Materials Required:**


**TEKS** for your specific certification area.

**Recommended Materials:**


http://www.lib.usm.edu/legacy/tutorials/apatutorial/tutorialindex.html

**Student Learner Outcomes:**

Student learner outcomes include three components including Content Outcomes, Scholarship Outcomes and Technology Outcomes. The student learner outcomes align with the following TExES Standards:

**TEXAS Pedagogy and Professional Responsibilities Standards**

This course focuses on Standards I through IV.

<table>
<thead>
<tr>
<th>Standard</th>
<th>The teacher ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.</td>
</tr>
<tr>
<td>II</td>
<td>creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity and excellence.</td>
</tr>
<tr>
<td>III</td>
<td>promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.</td>
</tr>
<tr>
<td>IV</td>
<td>fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.</td>
</tr>
</tbody>
</table>

**Content Outcomes**

<table>
<thead>
<tr>
<th>CONTENT OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon completion of this course, students will demonstrate...</td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
</tr>
<tr>
<td>6.</td>
</tr>
<tr>
<td>7.</td>
</tr>
</tbody>
</table>
8. The teacher provides appropriate instruction that actively engages students in the learning process.

9. The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

10. The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

11. The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.

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.

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

**Scholarship Outcomes**

The following 'Scholarly Outcomes' are infused throughout the course and are aligned with the University's expectations for graduate courses.

Students will demonstrate the ability to...

- use **APA format** within written assignments.
- write analytically to address issues and trends in the field of special education.
- review current research in the effective instructional strategies.
- actively participate in professional dialogues addressing issues and trends in the field of education.

**Technology Outcomes**

The following 'Technology Outcomes' are infused into the learning opportunities throughout the course. Students do not need to be an expert in technology but are expected to develop the following skills:

1. email, course website tools including online discussion and chat
2. word processor to produce quality written documents
3. Power point to produce a quality presentation

**Course Outline**

**Unit 1 Creating the Climate:**

Regardless of the knowledge a teacher has mastered in a subject area, learning for a student is virtually non-existent unless the teacher can deliver that knowledge in an effective manner and present the knowledge in such a manner that it is recognized as relevant by the learner. A teacher must also create a risk-taking and comfortable atmosphere in which learning can occur. For these reasons, effective, research-based teaching strategies will be introduced and utilized during this course.

**Unit 2 Knowing the Student:**

Gayle Gregory and Carolyn Chapman state it best,

"Teachers must make every effort to know learners in order to meet their diverse needs. Just as clothing designers must know about the many fabrics and styles to create a garment to suit the wearer, so in classrooms we teachers must know about our learners so that we may find the strengths and uniqueness of each child." (2002)
In this unit you will learn various learning style theories, the theory of multiple intelligences, tools to help teachers identify learning styles and preferences, and the various stages of language acquisition to get to know your ELL students.

**Unit 3 Assessing the Student:**

What exactly is "assessing" a student? What does that mean? Perhaps Gregory and Chapman provide clarification on this matter:

"We in education tend to banter about the terms assessment, evaluation, and grading without necessarily having clearly distinctive definitions for each term. Assessment is often referred to as the gathering of data, evaluation is the judging of merits, and grading is assigning values to letters or numbers for reporting purposes (Rolheiser, Bower, & Stevahn, 2000). Assessment as ongoing feedback is a necessary component of the learning process, not something that happens at the end of the learning."

**Unit 4 Teaching Strategies That Work:**

The dictionary defines teaching as the act, process, or art of imparting knowledge and skill; and a strategy as a plan of action intended to accomplish a specific goal. When you put those two definitions together you have the topic for Unit 4 - Teaching Strategies That Work- a variety of ways teachers use to impart knowledge.

**Unit 5 Teaching Strategies That Work: Summarizing, Note Taking, Homework, & Practice:**

The strategies of summarizing and note taking are not instructional strategies per se. They are considered more of learning strategies. In assigning homework and practice, it is important to examine the purpose of each. This unit will examine the use of each of these strategies in particular with ELL students, but note that each of these strategies is equally effective with ALL students.

**Unit 6 Teaching Strategies-Reinforcing Effort & Providing Recognition:**

According to the authors of your text, *Classroom Instruction that works with English Language Learners*,

"Reinforcing effort is about helping students understand the relationship between effort and achievement. In order to improve student performance, we need to address their attitudes and beliefs about how they learn." (p. 87)

**Unit 7 Assessment and Evaluation:**

According to Wong (2005), the major reason for giving a test is to find out if the students have accomplished the objectives of the assignment (p. 229). By completing a variety of readings and assignments, you will gain a better understanding of the importance of assessments and evaluations - how to construct them, when to use them, and the advantages and disadvantages of different types.

**Unit 8 Cooperative Learning:**

According to research, cooperative learning leads to higher achievement for all students (Wong, p. 254). The first research pertaining to cooperative learning was conducted in 1897. Read the instructor’s notes to learn about the benefits of cooperative learning found in various research studies and the steps to make cooperative learning work in the classroom.

**Unit 9 Differentiated Instruction:**

Differentiating Instruction means creating multiple paths so that students of different abilities, interest or learning needs experience equally appropriate ways to absorb, use, develop and present concepts as a part of the daily
learning process. It allows students to take greater responsibility and ownership for their own learning, and provides opportunities for peer teaching and cooperative learning.

Unit 10 Putting it all Together with Curriculum Approaches:

Now that you have learned several research-based teaching strategies and experimented with them, it's time to SHOW WHAT YOU KNOW! This unit will "complete the circle" in your learning of teaching strategies and differentiation of instruction.

Basic Course Requirements

- Attend all face-to-face and virtual class sessions and actively participate.
- Demonstrate knowledge of the course Content Outcomes.
- Demonstrate emerging skills towards the Technology Outcomes.
- Complete all Examinations.
- Demonstrate progress towards the Scholarship Outcomes.
- Conduct oneself in a professional and ethical manner throughout the semester.

EVALUATION & GRADING:

This course offers a variety of learning opportunities. These activities represent a depth of study (Bloom's taxonomy) and are designed to meet various learning styles. Students are expected to develop and demonstrate mastery of the course objectives. Points will be earned based on the quality of the product. Rubrics are available prior to submission of an assignment.

Total Points for Course by Unit

<table>
<thead>
<tr>
<th>Unit</th>
<th>Points</th>
<th>Grade Range</th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>250</td>
<td>1075 - 1185</td>
<td>A=</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 2</td>
<td>70</td>
<td>950 - 1074</td>
<td>B=</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 3</td>
<td>90</td>
<td>825 - 951</td>
<td>C=</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 4</td>
<td>80</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 5</td>
<td>110</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 6</td>
<td>145</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 7</td>
<td>50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 8</td>
<td>130</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 9</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 10</td>
<td>200</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTAL: 1185

Grading Scale

Final course grade will be an average of the points earned based on the following scale:

- 90-100 % = A
- 80-89 % = B
- 70-79 % = C
- 60-69 % = D
- > 59% = F

See University Specific Information for policy regarding Assigning an Incomplete Grade
Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Unit 1: Creating the Climate</td>
</tr>
<tr>
<td>2</td>
<td>Unit 2: Knowing the Student &amp; Unit 3: Assessing the Student</td>
</tr>
<tr>
<td>3</td>
<td>Unit 4: Teaching Strategies that Work</td>
</tr>
<tr>
<td>4</td>
<td>Unit 5: Teaching Strategies; Summarizing, Notetaking, Homework &amp; Practice</td>
</tr>
<tr>
<td>5</td>
<td>Unit 6: Teaching Strategies: Reinforcing Effort and Providing Recognition</td>
</tr>
<tr>
<td>6</td>
<td>Unit 7: Assessment and Evaluation &amp; Unit 8: Cooperative Learning</td>
</tr>
<tr>
<td>7</td>
<td>Unit 9: Differentiated Instruction</td>
</tr>
<tr>
<td>8</td>
<td>Unit 10: Putting it All Together</td>
</tr>
</tbody>
</table>

Class Participation and Learning Environment

Attendance

For a web-enhanced course, the following attendance expectation applies to synchronous chat rooms (Instructors will determine if and when the chat rooms will be used.) as well as face-to-face class times. Students are expected to attend synchronous chat rooms, to be on time, and attend for the full virtual class meeting. Secondly, students are expected to come to the chat rooms prepared, and fully focused on the chat room discussions. (i.e. not multitasking, not watching your children or the TV, not preparing dinner or answering the phone at the same time this virtual class is meeting.)

Learning Environment for Class and Online Activities

- Conduct yourself in a manner that is not distracting to your peers.
- Be respectful of other students and the professor.

Professional Ethics and Standards

- Positive collaborative professional behavior is expected throughout the semester.
- Course website and email system can only be used for course business by enrolled students.

Assignment Requirements

- Products are due by the specific deadline announced in class or stated on course calendar!
  - The professor retains the right to modify these deadlines as deemed necessary. Changes will be announced via email or posted on the course website; therefore all students are expected to meet those deadline changes.
  - It will be the discretion of the instructor if late work is accepted.
- As prospective teachers, all students will be expected to meet performance criteria associated with grammar, spelling, and sentence structure.

Graduate Research Project

- Graduate courses require a research project that demonstrates progress toward the Scholarship outcomes. The type of graduate research project for this course will be delineated by the professor, and may include one of the following: a research paper, position paper, online poster session of topic research, field experience research project, journal abstracts, or literature review chat room/discussion board.

Disability Accommodations

Students with disabilities may request reasonable accommodations through the A&M – Texarkana Disability Services Office by calling 903/223-3062.
Academic Integrity

a. Academic honesty is expected of students enrolled in this course. See University Specific Information.

b. Students are responsible for reading and understanding the university’s Student Code of Ethics and Policy on Academic Integrity. See University Specific Information.

c. Students are responsible for submitting assignments to "Turnitin"