# **EDUC X311: Diverse Students – Inclusive Instruction (3 units)**

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*UC Merced Extension Education Programs has developed a plan for preparing teachers, which is defined by our Mission and Vision statements and is aligned with the Teacher Performance Expectations (TPEs) and the California Standards for the Teaching Profession (CSTP)****,*** *developed by the California Commission on Teacher Credentialing (CTC).*

**Mission**

The UC Merced Teacher Preparation Program exists to develop culturally responsive educators who equitably facilitate cross-disciplinary, integrative learning to catalyze student potential and empowerment.

**Vision**

The UC Merced Teacher Preparation Program aspires to be a recognized model for developing culturally responsive teachers who are committed to empowering their students. The Teacher Preparation Program is aligned with the vision of the University of California, Merced—upholding 21st century priorities for interdisciplinary learning and public service. To achieve this aspiration, the Teacher Preparation Program:

1. Aims to establish culturally respectful communication regarding questions, ideas, and solutions in the context of the Teacher Preparation Program courses and clinical placements.
2. Aims to nurture collaboration between teacher candidates and students to achieve learning goals, maximizing collective talent and expertise.
3. Aims to develop skills for critical and creative problem-solving among teacher candidates and students, applicable to all content domains.

**Extension Education Programs Learning Outcomes (EPLOs)**

The Teacher Preparation Program mission and vision are embedded in our Extension Education Programs Learning Outcomes (EPLOs). Teacher candidates graduating from the Teacher Preparation Program will be able to:

**Cultural Responsivity and Values (CRV):** demonstrate awareness, sensitivity, and responsiveness to diversity in every domain of learning, understanding values as opportunity for respectful exchange, collaboration, and shared commitment to the greater good.

**Content Knowledge (CK):** master state standards in the arts, humanities, language, literature, mathematics, physical science, natural science, and applied science along with capacity to monitor and guide personal learning.

**Communication and Information Literacy (CIL):** effectively convey information, engage in respectful dialogue, and share ideas through oral and written discourse, cultivating inquiry inclusive of self, other, and community.

**Professional Development (PD):** deploy problem-solving skills capable of transforming classrooms, promoting justice, fostering collaborative leadership, and addressing community concerns with mature civic identity.

**The Teacher Preparation Program Learning Outcomes (PLOs)**

Candidates (students) who complete the Teacher Preparation Program will be able to:

1. Develop a philosophy of education which uses theory to collaboratively guide practice, attending to the cultural and socio-emotional dimensions of teaching.
2. Personalize instruction and develop co-teaching models.
3. Develop lesson plans and deliver effective cross-disciplinary content, deploy appropriate assessments, distinguish between students of differing abilities, and apply learning-enhancing technologies to promote student potential and empowerment.
4. Practice restorative justice and authentic care.
5. Nurture and educate English language learners through an inclusive and positive class environment.
6. Develop critical and creative problem-solving for student empowerment across all academic subjects and content domains.
7. Communicate effectively through oral, visual, and written means with a wide range of audiences, including colleagues, families, and the community.

Finally, the *Teacher Performance Expectations (TPEs),*developed by the California Commission on Teacher Credentialing (CTC), and aligned with the California Standards for the Teaching Profession (CSTP) define how we formatively and summatively assess candidates.

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| **TPE 1:** Engaging and Supporting All Students in Learning | **TPE 2:** Creating and Maintaining Effective Environments for Student Learning | **TPE 3:** Understanding and Organizing Subject Matter for Student Learning  |
| **TPE 4:** Planning Instruction and Designing Learning Experiences for All Students | **TPE 5:** Assessing Student Learning | **TPE 6:** Developing as a Professional Educator |

1. **Course Description:** EDUC X311 introduces candidates to the philosophy and history of educating diverse student populations, best practice, and differentiated instruction for diverse learners in the general education classroom. Candidates will learn how to take advantage of and build upon the variety of cultural knowledge and resources they and their students bring to school.

1. **Course Goal and Outcomes**

1. ***Course Goal:*** The primary course goal is to provide candidates with a comprehensive understanding of diverse student populations, so that they are prepared to maximize the learning of all students. The course will facilitate opportunities for course participants to learn and practice a variety of instructional strategies to integrate into their lesson plans in order to increase the number of students that will successfully engage and learn from these lessons.
2. ***Learning Outcomes:*** Course Student Learning Outcomes (CLOs) are linked with Teacher Performance Expectations (TPEs) outlined by the CTC and with Program Learning Outcomes (PLOs), which are informed by the Extension Education Programs Learning Outcomes (EPLOs).
3. ***Literacy Definition and Course Component:*** CLOs 1, 3, 4, 5, 6

Cultural literacy is the concept that citizens in a democracy should possess a common knowledge of the history, contributions, and perspectives of different cultural groups. This knowledge is necessary for understanding of reading and writing and will allow them to communicate effectively, govern themselves and share in their society’s rewards (Hirsch, E. D., 1987).

1. ***English Language Learner (ELL), English Language Development (ELD) and/or Specifically Designed Academic Instruction for English (SDAIE) Course Component:*** CLOs 1, 2, 4, 5
2. ***Inclusive Instruction Course Component:*** CLOs 1, 2, 3, 4, 5, 6
3. ***Technology Course Component:*** CLOs 1, 2, 3, 4, 5

The Course Learning Outcomes (CLOs) support student development of the Program Learning Outcomes (PLOs). The connections between the CLOs are made explicit through the indication of which PLOs are connected to each CLO below.

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| **CLOs & Assessments** | **Grading** |
| **CLO 1:** Candidates will observe, examine, and discuss strategies and teaching approaches to engage and support all students in learning (TPE 1; PLOs 1, 2, 3, 5, 7). **Assessment:** Class Participation; Weekly Blogs; Disability/Disorder Presentation; Observation of an ELL; Content to Practice; Final Portfolio | Description, Points, Weight:see below |
| **CLO 2:** Candidates will use practices that are respectful of culture, race, gender, class, ethnicity, and language to create and maintain effective environments for diverse students and classrooms (TPE 2, PLOs 1, 2, 3, 4, 5, 7).**Assessment:** Class Participation; Weekly Blogs; Disability/Disorder Presentation; Content to Practice; Final Portfolio | Description, Points, Weight:see below |
| **CLO 3:** Candidates will apply their understanding of diversity to organize subject matter for student learning, inclusive of culture, race, gender, class, ethnicity, and language needs (TPE 3; PLOs 2, 3, 5, 7).**Assessment:** Class Participation; Weekly Blogs; Disability/Disorder Presentation; Observation of an ELL; Content to Practice; Final Portfolio | Description, Points, Weight:see below |
| **CLO 4:** Candidates will apply culturally/linguistically responsive practices as they plan and design learning experiences for all students (TPE 4; PLOs 1, 2, 3, 4, 5, 6, 7). **Assessment:** Class Participation; Weekly Blogs; Disability/Disorder Presentation; Observation of an ELL; Content to Practice; Final Portfolio | Description, Points, Weight:see below |
| **CLO 5:** Candidates will consider culture, race, gender, class, ethnicity, and language needs as they assess student learning (TPE 5; PLOs 2, 3, 6).**Assessment:** Class Participation; Weekly Blogs; Disability/Disorder Presentation; Observation of an ELL; Content to Practice; Final Portfolio | Description, Points, Weight:see below |
| **CLO 6:** Candidates will consider whether/how culture, race, gender, class, ethnicity, and language intersect with personal values and biases influencing instruction (TPE 6; PLOs 1, 4, 7).**Assessment:** Class Participation; Weekly Blogs; Content to Practice; Final Portfolio | Description, Points, Weight:see below |

| Description of Assessments | Points | **Weight** | Due Date |
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| **Class Participation** Your participation grade will be based on attendance in class, preparation, and engagement with your colleagues.  | 10 | 10% | Weekly |
| **Weekly Reflection (Weekly Assignment in Canvas)**Under each week you will find the agenda for the class session. You will be assessed on preparation for and attendance in class (10), engagement with your colleagues (10), and thoughtful reflection of the content (10) each week. **Preparation: Video 3, 2, 1** (Bullet points - 100 words max)What are three ideas/concepts new to you?What are two things you wonder about?What is one strategy/idea that you will incorporate into your classroom?*Come prepared for a 10 minute discussion at the beginning of class.* | 15 | 15% | Weekly |
| **TPE Discussion Blogs (Weekly Assignment in Canvas)**This course includes weekly online discussion. Critical engagement with readings, videos and course topics is required. This assignment consists of weekly blog entries on assigned readings, videos, and course topics. Your blog (minimum 250 words) should consider the following:*Thoughtful synthesis and analysis of the content (10). Include any titles or authors as appropriate.**Specific connection of the content to 3- 4 TPE subcomponents, such that you have interacted with all 45 by the end of the term (10). Please include/quote the TPE subcomponent text and number.**Specific application of the content to science teaching and learning (10).*In addition, you must respond to the entries of at least two other students per week. Please address the student to whom you are responding by first name.  | 15 | 15% | Weekly |
| **Disability/Disorder Presentation**You will work with a partner to create a short presentation on one of the 14 categories in IDEA for specific learning disabilities or disorders. At a minimum, your presentation must address the following:* Definition of the specific disability or disorder
* Description of the common symptoms and characteristics of the disability or disorder
* Overview of the educational implications/methods of supporting students with these special needs

See rubric below. | 10 | 10% | Weeks 4 and 5 |
| **Content to Practice: Lesson Planning, Design and Implementation** Using the BSCS 5E Instructional Model, you will plan, design and implement lessons which are inclusive of diverse student needs, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies (specifically targeting TPE 1.4, 1.6 and 4.4). This assessment affords the candidate the opportunity to practice for CalTPA Instructional Cycle 1 or 2.Refer to the CalTPA Assessment Guide.We will use components of the CalTPA rubrics, which will be shared in class.  | 2 x 15 = 30 | 30% | Weeks 6 and 10 |
| **Lesson Reflection and Application: Annotated Video Recording of Lesson, Written Reflections and Video or Written Application**You will annotate your video with titles and brief rationales for your teaching practices, based on the CalTPA that you are preparing for.Refer to the CalTPA Assessment Guide.We will use components of the CalTPA rubrics, which will be shared in class.  | 30 | 30% | Week 15  |

**Suggested Rubric for Assignments**

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|  | **A** | **B** | **C** |
| Ideas and Support | All parts of the assignment or presentation are complete and demonstrate evidence of thoughtful and well-supported ideas.  | Most parts of the assignment and presentation are complete and demonstrate evidence of thoughtful and well-supported ideas. | Some parts of the assignment and presentation are complete and demonstrate evidence of thoughtful and well-supported ideas.  |
| Use of Literature | All parts of the assignment or presentation demonstrate appropriate referencing and integrate pertinent literature.  | Most parts of the assignment or presentation demonstrate appropriate referencing and integrate pertinent literature.  | Some parts of the assignment or presentation demonstrate appropriate referencing and integrate pertinent literature.  |
| Organization and Mechanics | All parts of the assignment or presentation demonstrate preparation, organization, and proper English language grammar and mechanics.  | Most parts of the assignment or presentation demonstrate preparation, organization, and proper English language grammar and mechanics.  | Some parts of the assignment or presentation demonstrate preparation, organization, and proper English language grammar and mechanics.  |

1. **Format and Procedures:** This synchronous, face-to-face class meets weekly for a semester. Some course content and all assessment submissions are handled through the Canvas learning management system.

1. **Course Requirements**
	1. ***Class Attendance and Participation Policy***
		1. Attendance: Attendance for all class sessions is required. A candidate is responsible for the content and experiences of any missed class sessions. Missing more than one class session for any reason constitutes excessive absences, which may be handled in the following way:
			1. Absences may impact a candidate’s final grade.
			2. The candidate may be granted an incomplete (in the case of illness or death in the family) and asked to retake a portion of, or the entire course in the following term.
			3. The candidate may be asked to re-enroll or retake the course.
		2. Anticipated Absences: The candidate is responsible for clearing anticipated absences with his/her professor of the class BEFORE committing to an event which conflicts with class (e.g., Back to School Night). This assures that a candidate has either developed a plan for receiving full benefit from the course or does not commit to the conflicting event.
		3. Late Work: In general, the policy regarding late work is that if work is late due to an excused absence (an absence cleared in advance), the work may be turned in up to one week late without penalty. All other late work is docked one letter grade and must be turned in within one week of its due date. Work turned in later than one week will receive no credit.
		4. Participation**:** Candidates are expected to participate fully in each class session, as each Teacher Preparation Program course is a combination of theory and praxis to facilitate development of the California Standards for the Teaching Profession (CSTP) as outlined in the Teaching Performance Expectations (TPEs), developed by the CTC.
		5. Tardiness: A candidate who is late to class is considered absent for that portion of the class. Habitual tardiness will accumulate to equal an absence of one or more class sessions (refer to section on Attendance above).
	2. ***Technology Policy***

Candidates are preparing to become professional educators. Candidates are expected to conduct themselves as professionals, fully engaging classroom learning as a matter of courtesy extended to colleagues. Smart phone and laptop technologies are for learning purposes only. These cannot be used during class for personal texting, email, or social media. Violators will receive a “F” grade for class participation.

* 1. ***Time Expenditure***

EDUC X311 is 3-unit course requiring a total of 135 hours (including class time) over the semester. The following is an estimated breakdown of time candidates can expect to spend in completing this course:

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| Class Sessions | 45 hours |
| Weekly Readings and Videos | 30 hours |
| Weekly Blogs | 15 hours |
| Disability/Disorder Presentation | 5 hours |
| Content to Practice (2 lessons) | 25 hours |
| Lesson Reflection and Application | 15 hours |
| **Total** | **135 hours** |

*Note:* Hours spent in clinical practice (e.g., implementing a lesson) are part of your Teaching Practicum and are not considered part of your hours for this course.

1. **Grading Procedures:** All UC Merced Extension Teacher Preparation Program courses are graded. The course grade will be calculated as follows:

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|  | % |
| Weekly Reflection and Video Preparation  | 15 |
| Weekly Blogs | 15 |
| Disability/Disorder Presentation | 10 |
| Content to Practice (2 lessons) | 30 |
| Lesson Reflection and Application | 30 |
| **Total** | **100%** |

Candidates must achieve a B course grade for credit in the UC Merced Extension Teacher Preparation Program. A course grade lower than B is not acceptable for credit in the Teacher Preparation Program. Letter grades will be assigned as follows:

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| **Letter Grade** | **Percentage** | **Grade Point Equivalent** | **Graduate Level Grades** |
| A | 93-100% | 4.0 | Excellent |
| A- | 90-92% | 3.7 | Outstanding |
| B+ | 87-89% | 3.3 | Above Average |
| B | 83-86% | 3.0 | Average |
| B- | 80-82% | 2.7 | Satisfactory |
| C+ | 77-79% | 2.3 | Marginal, but not acceptable for credit in the Teacher Preparation Program |
| C | 73-76% | 2.0 |
| C- | 70-72% | 1.7 |
| D | 60-69% |  | Not acceptable |
| F | 0-59% |  | Not acceptable |

1. **Academic Integrity:** Each candidate in this course is expected to abide by the University of California, Merced Academic Honesty Policy. Any work submitted by a candidate in this course for academic credit will be the candidate's own work. Candidates are encouraged to study together and to discuss information and concepts covered in the course with other students. Candidates can give "consulting" help to or receive "consulting" help from each other. However, this cooperation should never involve one student taking credit for work done by someone else. Violation of UC Merced Academic Honesty Policy will result in an automatic “F” for the assignment. At instructor discretion, the policy may be extended to include failure of the course and/or University disciplinary action.
2. **Accommodations for Students with Disabilities:** The University of California, Merced is committed to ensuring equal academic opportunities and inclusion for candidates with disabilities based on the principles of independent living, accessible universal design and diversity. The instructor is available to discuss appropriate academic accommodations that may be required for a candidate with disabilities. Requests for academic accommodations are to be made during the first three weeks of the semester (or equivalent), except for unusual circumstances. Candidates are encouraged to register with the Disability Services Center to verify their eligibility for appropriate accommodations.
3. **Tentative Weekly Schedule**

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| **Week** | **Topic** | **Due** |
| 1 | *Why this class?* *Welcome, introductions, and overview*Topic: Creating inclusive classroomsTopic: Diversity self-assessmentActivity: | **TPE Discussion Blog** on: *The Inclusive Classroom*, pp. 2-24**Video for Week 1** |
| 2 | *Collaborations: Partnerships and Procedures*Topic: Mock Individualized Education Plan (IEP)Topic: Accommodations vs ModificationsActivity | **Reflection of Week 1****TPE Discussion Blog** on: *The Inclusive Classroom*, pp. 25-52**Video for Week 2** |
| 3 | *Teaching Students with Higher-Incidence Disabilities*Topic: Individuals with Disabilities Education Act (IDEA)Activity: | **Reflection of Week 2****TPE Discussion Blog** on: *The Inclusive Classroom*, pp. 54-78**Video for Week 2** |
| 4 | *Teaching Students with Autism and Lower-Incidence Needs***Disability/Disorder Presentations** | **Reflection of Week 3****TPE Discussion Blog** on: *The Inclusive Classroom*, pp. 79-104**Video for Week 4** |
| 5 | *Teaching Students with Other Special Learning Needs***Disability/Disorder Presentations** | **Reflection of Week 4****TPE Discussion Blog** on: *The Inclusive Classroom*, pp. 105-124**Video for Week 5** |
| 6 | *Effective Differentiated Instruction for All Students***Presentation of a lesson with support for students with special needs** | **Reflection of Week 5****TPE Discussion Blog** on: *The Inclusive Classroom*, pp. 125-152**Video for Week 6** |

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| 7 | *Response to Intervention (RtI) and Multi-Tiered Systems of Support (MTSS)*Topic: Profile of an ELLTopic: Language proficiency levels Topic: ELLs with special needsActivity: | **Reflection of Week 6****TPE Discussion Blog** on: *The Inclusive Classroom*, pp. 153-174**Video for Week 7** |
| 8 | *Improving Motivation and Social Behavior*Topic: 5 stages of language acquisitionTopic: Basic Interpersonal Communicative Skills (BICS)Topic: Cognitive Academic Language Proficiency (CALP)Activity: | **Reflection of Week 7****TPE Discussion Blog** on: *The Inclusive Classroom*, pp. 175-206**Video for Week 8** |
| 9 | *Promoting Inclusion with Classroom Peers*Topic: English Language Development (ELD) StandardsTopic: Specifically Designed Academic Instruction in English (SDAIE)Activity: | **Reflection of Week 8****TPE Discussion Blog** on: *The Inclusive Classroom*, pp. 207-228**Video for Week 9** |
| 10 | *Improving Attention and Memory***Presentation of a lesson with support for ELLs** | **Reflection of Week 9****TPE Discussion Blog** on: *The Inclusive Classroom*, pp. 229-254**Video for Week 10** |
| 11 | *Teaching Study Skills*Topic: Social ClassTopic: Cultural MismatchTopic: Gender and Sexual Orientation Activity: | **Reflection of Week 10****TPE Discussion Blog** on: *The Inclusive Classroom*, pp. 255-278**Video for Week 11** |

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| 12 | *Assessment*Topic: TrackingTopic: Technology as an assessment toolActivity: | **Reflection of Week 11****TPE Discussion Blog** on: *The Inclusive Classroom*, pp. 279-306**Video for Week 12** |
| 13 | *Literacy*Topic: Demographics of the Central Valley (Latinx, Hmong, Indian, African America, …)Activity: | **Reflection of Week 12****TPE Discussion Blog** on: *The Inclusive Classroom*, pp. 307-342**Video for Week 13** |
| 14 | *Mathematics*Topic: Demographics of the Central Valley (Latinx, Hmong, Indian, African America, …)Activity: | **Reflection of Week 13** **TPE Discussion Blog** on: *The Inclusive Classroom*, pp. 343-374**Video for Week 14** |
| 15 | *Science, Social Studies, and Transitions*Topic: Demographics of the Central Valley (Latinx, Hmong, Indian, African America, …)Activity: | **Reflection of Week 14****TPE Discussion Blog** on: *The Inclusive Classroom*, pp. 375-411**Video for Week 15** |

**Required Texts**

Mastropieri, M. A., & Scruggs, T. E. (2017). *The inclusive classroom: Strategies for effective differentiated instruction*. New York, NY: Pearson.\*

**Required Articles (provided in Canvas)**

**Required Resources (available online or in Canvas)**

Bybee, R. W., Taylor, J. A., Gardner, A., Van Scotter, P., Powell, J. C., Westbrook, A., & Landes, N. (2006).

*The BSCS 5E instructional model: Origins and effectiveness*. Colorado Springs, Co: BSCS, 5, 88-98.\*

California Department of Education - Common Core State Standards (CCSS) and Resources\*

<https://www.cde.ca.gov/Re/cc/>

Common Core State Standards (CCSS) – Mathematics\*

<https://www.cde.ca.gov/be/st/ss/documents/ccssmathstandardaug2013.pdf>

Common Core State Standards (CCSS) – English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects\* <https://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf>

The Next Generation Science Standards (NGSS) – California\* <https://www.nextgenscience.org/california>

Olsen, L. (2014). Meeting the Unique Needs of Long Term English Language Learners. *National Education Association*.

Tomlinson, C. A., & McTighe, J. (2006). *Integrating differentiated instruction & understanding by design: Connecting content and kids*. ASCD.\*

\*This resource/text is used in multiple courses.