

EDU 230: EXCEPTIONAL LEARNER

Location: Thomas Commons, Russell
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106 College Hall (office hours by appointment)
Email: tcarr@cornellcollege.edu

BLOCK 2: SEPT. 23 – OCT. 16



Guayasamín , O. (1968). *Diversity Hands* [Painting]. Ecuador.

COURSE DESCRIPTION

An introduction to understanding the diversity of learners in K-12 classrooms and how differentiated teaching methods and materials are essential to create a more inclusive and equitable environment for all students. The major focus of the course will be identifying the strengths and challenges of students to increase engagement and raise achievement through varied approaches to teaching culturally and linguistically diverse learners and students with documented needs.

SPECIFIC TOPICS INCLUDE

- Teaching students with dyslexia & dysgraphia
- Supporting English Language Learners in the classroom
- Creating a trauma-informed classroom with an emphasis on mindful practices and social-emotional learning

COURSE OBJECTIVES

*This course supports the INTASC teaching standards and the Educational Priorities and Outcomes of Cornell College as noted following each objective.

Upon successful completion of EDU 230, you will demonstrate through class discussion, presentations, and written assignments the ability to:

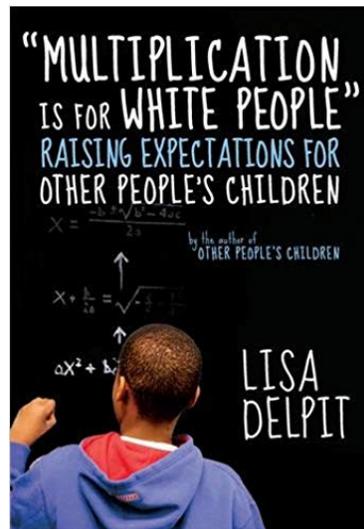
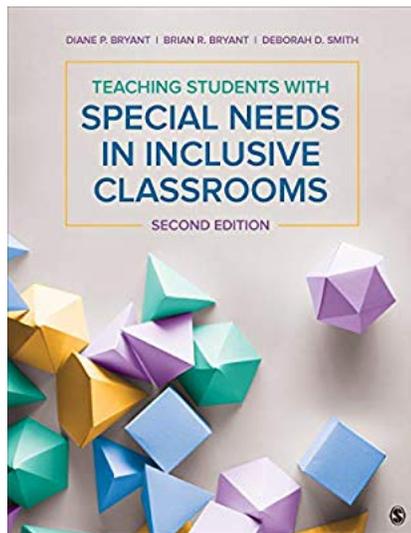
1. Develop the understanding that teaching is intellectual work that is informed by educational research as you search for, read, annotate, critique and present on both quantitative and qualitative peer-reviewed educational research articles. INTASC: #9; Cornell College Educational Priorities and Outcomes: Knowledge, Inquiry, Reasoning
2. Develop a strength orientation perspective as you contest deficit talk used to describe students who receive services outside of the regular classroom setting by recognizing and ascribing value to the unique strengths and challenges of all students in school settings. INTASC: #1 & #2; Cornell College Educational Priorities and Outcomes: Intercultural Literacy, Vocation
3. Analyze and reflect upon the services provided to students in a public school as it relates to course content and readings in a written paper after successfully completing an interview with a practicing educator. INTASC: #3 & #9; Cornell College Educational Priorities and Outcomes: Communication, Ethical Behavior, Citizenship, Vocation
4. Distinguish between terms used to describe groups and individual students with particular strengths and challenges to “unpack” the discourse surrounding students with documented disabilities, students who experience underachievement, and official legislation describing students who experience low achievement. INTASC: #1 & #2; Cornell College Educational Priorities and Outcomes: Intercultural Literacy, Ethical Behavior
5. Understand appropriate services/strategies/ accommodations/modifications to differentiate instruction in the classroom for students who are linguistically and culturally diverse, students who have particular documented needs, and students who have varied learning styles through written coursework, class discussions, and class activities. INTASC: #2, #3, #4, #8; Cornell College Educational Priorities and Outcomes: Vocation, Intercultural Literacy, Communication
6. Develop and support your stance on inclusion through class discussion, activities, and written assignments while engaging multiple perspectives on the topic. INTASC: #2 & #9; Cornell College Educational Priorities and Outcomes: Inquiry, Communication, Well-Being
7. Understand and articulate the federal laws related to special education, issues of parental rights, due process, IEP development, IEP meetings and specific challenges related to federally identified disability categories, overrepresentation, and disproportionality in special education. INTASC: #2 & #9; Cornell College Educational Priorities and Outcomes: Knowledge, Ethical Behavior, Communication, Vocation
8. Understand the historical changes in special education as they relate to current issues of educating students with special needs. INTASC: #9; Cornell College Educational Priorities and Outcomes: Knowledge, Inquiry

9. Demonstrate professional demeanor during field placement through appropriate dress, attitude, attendance, and collaborative work with students and teachers in the field-based experience. INTASC: #9; Cornell College Educational Priorities and Outcomes: Citizenship, Ethical Behavior, Vocation
10. Work with consulting librarians and the Center for Teaching and Learning as you complete a presentation on a self-selected topic of the course as well as the written assignments of the course. INTASC: #9; Cornell College Educational Priorities and Outcomes: Communication, Ethical Behavior

REQUIRED TEXTS

Delpit, L. (2013). *Multiplication Is for White People*. New York, NY: New Press.

Bryant, D. P., Bryant, B. R., & Smith, D. D. (2020). *Teaching students with special needs in inclusive classrooms* (2nd ed.). Thousand Oaks, CA: SAGE Publications.



Supplemental texts will be provided via Moodle

PLEASE HAVE BOOKS WITH YOU DURING CLASS FOR REFERENCE

COURSE EXPECTATIONS AND ASSIGNMENTS

INTERVIEW PAPER (20%)

You will interview a practicing educator about their experiences and approach to some of prevailing topics of this course. This interview can be done in-person or electronically and will provide context and insight to the issues discussed in-class. The paper will feature the interview transcript as well as a post-interview reflection. The paper is to be thoughtful, comprehensive, and your thinking should be substantiated by course readings. (guide and rubric will be provided)

DISCUSSION LEADER (20%)

You will be assigned a group, reading section, and date to lead discussion. The entire class is responsible for all readings and is expected to participate and add to class discussions. Handouts and supplementary resources must be submitted ahead of time. (rubric will be provided)

TOOLKIT FROM EXCEPTIONAL LEARNERS (25%)

You will create a "Toolkit from Exceptional Learners" that will serve as a valuable resource to take with you. This toolkit demonstrates your learning throughout this course and is an assemblage of assignments and reflections (rubric will be provided)

Toolkit Components

- Course goals/ differentiation definition (10%)
- Discussion Reflections (30%)
- Reflection of initial course goals/ differentiation definition (10%)
- Differentiation Presentation components & bibliography (50%)

DIFFERENTIATION PRESENTATION (25%)

You will choose your presentation style from a choice board for this final presentation. Topics are focused on Equity, Special Education History/Services, and/or Trauma-informed Care/SEB. Presentations should be approximately 10 minutes in length. (rubric will be provided)

READING REFLECTIONS (10%)

There are 5 reading reflections throughout the course. In each, you are expected to demonstrate understanding by explicitly connecting a course-reading to reflective ideas and personal experiences.

Summary of Assessments:

Discussion Leader:20%

Interview Paper: 20%

Toolkit from Exceptional Learners: 25%

Differentiation Presentation: 25%

Reading Reflections: 10%

POLICIES

Academic honesty:

Part of your professionalism is your academic honesty. If you use a classmate's or an author's ideas or words in your own written work (including online sources), you must provide a citation through an appropriate APA reference.

Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is their work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College's requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Catalogue, under the heading "Academic Honesty."

Note: Plagiarism can result in an "F" for the assignment and denial of admission to the Teacher Preparation Program. For students already admitted, academic dishonesty is in violation of the teaching dispositions expected by our department and can result in removal from the program.

Documented disabilities and accommodations:

Cornell College makes reasonable accommodations for persons with disabilities. Students should notify the Coordinator of Academic Support and Advising and their course instructor of any disability related accommodations within the first three days of the term for which the accommodations are required, due to the fast pace of the block format. For more information on the documentation required to establish the need for accommodations and the process of requesting the accommodations, see <http://www.cornellcollege.edu/academic-support-and-advising/disabilities/index.shtml>.

This course supports the Educational Priorities and Outcomes of Cornell College with emphases on knowledge, communication, and intercultural literacy.

COURSE INFORMATION

Professionalism

In Class:

Complete all assigned readings prior to class. This includes chapters from the textbook, and an awareness of any current issues from journals or newspapers (wide reading in a particular area of interest will enrich our discussions). Teaching is scholarly work! It is your responsibility to bring questions and insights you have from the assignments to class each day so we can engage in a professional dialogue.

In Correspondence:

Be professional in your email correspondence. Provide an appropriate subject heading and salutation. Do not email me questions that can be answered by reading the syllabus or reviewing the materials on Moodle. Often your classmates are your best resource for operational questions or confirmation of course content.

You may address me as Tiffany, Professor Carr, or Dr. Carr.

Resources

Cornell College, Education Department website.

<https://www.cornellcollege.edu/education/>

Writing Studio:

The Writing Studio is housed on the first floor of Cole Library. Please familiarize yourself with this service provided by the Center for Teaching and Learning. Professional writing teachers and peer tutors will support you in aspects of your writing process by providing consultation and feedback at various stages of your draft. Appointments can be scheduled by phone (x4462) or walk-ins accepted during regular hours.

Absences

Attendance is essential to your growth as a student. Each absence beyond one will result in a reduction of your final grade by one step (i.e. B to B-). You are responsible for getting notes and handouts from another student. Absences, regardless of the reason, do *not* get a pass on activities or assignments due on that day. If you miss something due to an unexcused absence, you cannot make this up. If your absence is unavoidable (i.e. those with appropriate documentation from the health center or counseling) please see me *after* getting notes and any handouts from another student. Do not count on me to provide you with missed information, as this is your responsibility.

Personal Technology Use

The use of technology (cell phones, computers) should be used strictly for professional purposes in class. If you do decide to use a laptop, ipad, etc. please be mindful of where your attention is directed during our discussions. Technological devices may be useful for finding a quick reference, but generally they take attention from the speaker.

Small group discussions will be hugely beneficial if we all come prepared to engage in vigorous conversation on the topics we are reading! Eye contact and full attention to the speaker will encourage more people to share ideas beneficial to the group. You should know your ideas well enough that you do not need to simply read from your daily

Assignment Completion

All assignments are to be submitted on Moodle by the due date unless otherwise specified. Do not submit assignments to my email – they will not be graded. There are very specific guidelines regarding how you will save your documents and upload them to Moodle. Please attend to these instructions.

Assignments should not be submitted without proofreading. Written work that is poorly spelled or with improper organization, mechanics, and grammar will be returned for editing and counted as late.

Late assignments will be penalized 1% for every hour late (including weekends).

Grade Calculation

This course follows a standard grade distribution (95-100 = A; 90-94 = A-; 87-89 = B+; 84-86 = B; 80-83 = B-; 77-79 = C+; 74-76 = C; 70-73 = C-; 67-69 = D+; 64-66 = D; 60-63=D-; below 60=F).

If you have a question about the grade you have earned on an assignment, please make an appointment to come see me. I will ask that you bring your graded assignment with you. Your grades will be posted on Moodle but should NOT be considered final until grades are due in the registrar's office (Monday after block break).

If you believe your grade was miscalculated you will need to have a persuasive justification for me to reconsider your grade (using the rubric provided with the assignment or other evidence as appropriate). "I'm confused about my grade, I expected to get an A" is *not* persuasive and will not be considered as an appropriate justification for me to review your grade.

Course Communication

Important information can be accessed on the course syllabus and the course's Moodle platform. Further information and updates maybe relayed via in-class announcements and your campus email.

Should you need to contact me between classes, my preferred method of contact is email: tcarr@cornellcollege.edu. I do not check email after 9pm, please allow at least 24 hrs. for a response. Office hours by appointment.

Tips for Success

Writing:

You are encouraged to make use of the Writing Studio whether you struggle as a writer or if you are a skilled writer who just needs support with developing ideas.

- <https://www.cornellcollege.edu/library/ctl/writing-studio/index.shtml>

Participation/Speaking:

Review the tips on the following links and implement appropriate strategies to improve your public speaking abilities. Please note that participation in my class is highly valued, but QUALITY is preferred over QUANTITY.

- [Tips for Participating During Class Discussions](#)
- [Making Yourself Heard](#)

Workload:

Don't underestimate the amount of time you need to spend reading and understanding the concepts. Take notes, ask questions, write a lot, and read critically. I want to stress the fact that you must read everything that is assigned to do well. In some cases, you may need to re-read the text or article.

Some of the course hours listed are flexible (as noted) and will be dependent on student presentation/discussions. Course meeting hours (if below 50 hours) is reflective of projects and activities that extend beyond normally expected student work.

Well-being:

It is important to keep up with the rigor of the course, we have a lot of meaningful work to do in a little time. If you feel you need mental health support, I encourage you to look into Cornell's Counseling Services - including the confidential student counseling and tele-therapy.

- <https://www.cornellcollege.edu/counseling/services/index.shtml>

COURSE SCHEDULE

WEEK ONE

Day One: Monday, 9/23: 9:00-11:00, 1:00-3:00

AM:

Introductions
Defining Differentiation

PM:

Mindfulness in education
Course syllabus and calendar
Course overview
Setting course goals
The roles educators today
Introduce Delpit book

Dr. Carr – post-class office hrs. for any questions or concerns, College Hall 106

Day Two: Tuesday, 9/24: 9:00-11:00

Goal sharing
The debate on learning styles/multiple intelligences
Teacher expectations
Interview paper review

Reading(s) Due:

- Fountain, H.: pp. 104-107, 197-198 (moodle)
- May, C. (moodle)

Assignment(s) Due:

Define Differentiation
Course Goals
Quiz @ <http://vark-learn.com/the-vark-questionnaire/>

Day Three: Wednesday, 9/25: 9:00-11:00

The history & progression of differentiation
Diversity and differentiation in schools (teaching practice)
The role of climate and learning environments

Reading(s) Due:

- Wu, E. H. pp.125–133. (moodle)

Assignment(s) Due:

Reading Reflection #1

Day Four: Thursday, 9/26: 9:00-11:00

Defining special education, background, and protections
Delivery of Appropriate Services to Students
Guest speaker Heather Mouchka, Special Education Consultant

Reading(s) Due:

Bryant, D., Bryant, B., & Smith, D.: **Chapter 1 pp.2-28 and Chapter 2 pp.32-60** (text)

Assignment(s) Due:

Reading Reflection #2
Questions for guest speaker

Day Five: Friday, 9/27: 9:00-11:00

Promoting Positive Behavior and Facilitating Social Skills
Building relationships/ developing climate

Reading(s) Due:

• Bryant, D., Bryant, B., & Smith, D **Chapter 10, pp.271-307** (text)

WEEK TWO

Day Six: Monday, 10/1: 9:00-11:00 & 1:00-3:00

AM

Watch Paper Tigers @ TBD

PM

Film reflections
SEB and mental health support in schools
Current practices: ACES and trauma-informed classrooms
Review of Discussion Leader Groups

Reading(s) Due:

• Bryant, D., Bryant, B., & Smith, D **pp.67-71** (text)
• Connection Matter in Education: An Educators' Guide to Addressing Toxic Stress

Day Seven: Tuesday, 10/2: 9:00-11:00

English Language Learners
Bilingual Education
Honoring Language Differences

Reading(s) Due:

Bryant, D., Bryant, B., & Smith, D.: **Chapter 4, pp.100-121** (text)
Cruz, B. & Thornton, S.: **pp.30-37** (moodle)
American Councils for International Education (moodle)

Assignment(s) Due:

Interview Paper
Reading Reflection #3

Day Eight: Wednesday, 10/3:

Discussion groups meet and plan
Dr. Carr – extended office hours

Reading(s) Due:

Your group's assigned part from Delpit, L.

Day Nine & Ten: Thursday & Friday, 10/4 – 10/5: 9:00-11:00

Groups for Delpit lead discussions

WEEK THREE

Day Eleven: Monday, 10/7: 9:00-11:00 & 1:00-3:00 (if needed)

AM

Dyslexia, Dysgraphia, & Dyscalculia
Cracking the Code

PM

Complete Delpt Discussions (if needed)

Reading(s) Due:

- Bryant, D., Bryant, B., & Smith, D.: **pp. 311-312, 337, 359-360** (text)
- Stein, J. (2018), *What is Developmental Dyslexia?* Brain Science.

Assignment(s) Due:

- Reading Reflection #4

Day Twelve: Tuesday, 10/8: 9:00-11:00

Teaching gifted/ policies and programs
Assessment and data-based decision-making
Differentiated and adapted assessment strategies
Formative assessments in a differentiated classroom

Reading(s) Due:

- Bryant, D., Bryant, B., & Smith, D.: **pp.60-67**

Assignment(s) Due:

Delpit discussion reflections

Day Thirteen: Wednesday, 10/9: 9:00-11:00

Adaptation vs. Accommodation
Differentiating curriculum (UDL)
Practical differentiation applications
Adaptive tools and technology

Reading(s) Due:

- Dobbertin, C. pp.66-70 (moodle)

Assignment(s) Due:

Reading Reflection #5

Day Fourteen: Thursday, 10/10: 9:00-11:00

Student motivation and engagement
Inclusive schools and society
Case study exercise

Day Fifteen: Friday 10/11: 9:00-11:00

A return to the role of schools and educators
Media and Education
Trending issues and pervasive trends

WEEK FOUR

Day Sixteen: Monday, 10/14: 9:00-11:00

Protective practices for teachers
Toll of teaching- best practice
Resilience skills and strategies

Assignment(s) Due:

- Exceptional Learner Toolkit

Day Seventeen: Tuesday, 10/15: 9:00-11:00

Differentiation Presentations

Day Eighteen: Wednesday, 10/16: 9:00-11:00 (& 1:00-3:00 if needed)

Final Differentiation Presentations
Course Evaluation/ Final thoughts