

**The George Washington University
Graduate School of Education and Human Development
Department of Teacher Preparation and Special Education**

**TRED 208: Development and Diversity
Spring 2007**



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The Department of Teacher Preparation and Special Education has a longstanding commitment to excellence in professional education. The Department has a tradition of offering innovative, interdisciplinary professional education programs that address the full spectrum of educational personnel preparation, from early intervention through the range of school-based options and transition to postsecondary environments. The Teacher Preparation and Special Education program areas merged in 1987 in order to advance the philosophical and practical integration of two inextricably related disciplines of regular and special education. The work of the department is guided by four bridging concepts that drive the work of the Graduate School of Education and Human Development. Those bridging concepts include:

Research and Scholarship

Research and scholarship are prerequisite to the improvement of educational practice

Leadership in the Educational Endeavor

Leadership is critical in the reform and redesign of education and human service at all levels

Building Reflective Practitioners

Building reflective practitioners through the integration of theory and practice needs to be a focus of all programs

Service to the Multicultural, Multinational and International Community of Diverse Learners

A community of diverse learners is prerequisite to success in the education and human service professions

(A document detailing the relationship between the bridging concepts and the work of the department is available in the department office.)

GSEHD Mission Statement

It is the mission of the Department of Teacher Preparation and Special Education to offer programs of excellence and innovation that are interdisciplinary and research-based. The cornerstone of each professional training program is the continuous tie between theory and practice that occurs within the context of direct service settings. Professionals at the graduate level are prepared for participation in the rapidly changing cultures of America's schools, children, families, and communities. Graduates of the Department are prepared for interdisciplinary roles in direct service, educational intervention, policy and leadership. Programs are designed to meet the advanced scholarship needs of individuals seeking advanced degrees or career change.

Viewing itself as part of the larger multicultural community, the Department includes in its mission the communication and exchange of knowledge and practice in education within the United States as well as the international community of nations.

Secondary Education Mission Statement:

Secondary school teaching is socially significant, intellectually serious work for resourceful, intelligent, and caring professionals. Secondary Education graduate students become part of a diverse community of scholars and teachers dedicated to the improvement of teaching and learning in public schools. The Secondary Education program consists of a comprehensive and innovated series of experiences designed to develop the skills and concepts essential for effective teaching. The program stresses an integrated university-public school approach to the preparation of future teachers, underscoring GWU's commitment to teaching in a collaborative social context. Students entering the program are well-educated content specialists. As graduates of the program they become: competent scholars, reflective practitioners, effective and concerned teachers, emerging leaders, collaborative partners, and informed advocates.

Standards Addressed:

- National Council for the Accreditation of Teacher Education (NCATE) http://www.ncate.org/2000/unit_stnds_2002.pdf or http://www.ncate.org/standard/unit_stnds_ch2.htm (Standard I - Candidate Knowledge, Skills, and Dispositions)
- Interstate New Teacher Assessment and Support Consortium's (INTASC) Model Standards for Beginning Teachers <http://www.ccsso.org/content/pdfs/corestrd.pdf> (Standards 1, 2, 3, 4, 5, 6, 7, 9)
- Technology Standards (ISTE) <http://cnets.iste.org/teachstand.html> (Standards II, V)

STANDARDS AND OBJECTIVES ADDRESSED

Objective	GSEHD Bridging Concept	INTASC	ISTE
1	Reflective Practice /Leadership	1, 2, 9, 11	V
2	Leadership	3	V
3	Research & Scholarship	1, 2, 4, 5, 6, 7	II, V
4	Research & Scholarship	1, 4, 5, 11	II, V
5	Research & Scholarship	1, 3, 6, 12	V
6	Reflective Practice	9, 12	V

Course Overview:

The primary purpose of this course is to enable secondary teachers to respond effectively to the broad range of needs found in today's classrooms. Student diversity will be considered within the context of an educational framework, focusing specifically on the array of differences, such as: culture, class, gender, language, religion and exceptionalities. The need and means to provide enrichment opportunities for all students through varied teaching and learning in the classroom will be cultivated. Through a variety of school and/or classroom related activities, students will explore and develop strategies that support all students. Classroom discussions will focus on what currently exists in schools and what could exist if schools were to create educational opportunities that both met students' needs and challenged persistent inequities. Such discussions will explore topics such as teacher roles, school and classroom structures, pedagogy and curriculum in an effort to discern both how these educational aspects work to perpetuate certain expectations of students and how one can alter these features so as to create classrooms which foster educational equality.

Course Objectives:

At the completion of this course students will:

- Have an increased awareness of their perceptions, attitudes and behaviors related to diversity issues;
- Identify issues (ability grouping, high stakes testing, learning/communication styles) related to diversity in classrooms, articulate various points of view and develop a reasoned personal stance for practice;
- Respond to students as individual learners, creating learning opportunities that facilitate their progress and achievement as well as recognize factors that hinder progress;
- Understand the legal and ethical responsibilities of teachers and schools to the rights of students as learners;
- Identify, use and evaluate methods, techniques and resources that meet the needs of all students, but that may be especially effective for diverse learners;
- Structure and effective learning/teaching environment for diverse learners that not only respects individual and cultural differences, but uses them in a constructivist fashion to create opportunities for meaningful learning and communication.

Course Requirements:

As member of this classroom community and in preparation for professional licensure, students will engage in a variety of activities that require them to collaborate with one another. Teaching has historically been a relatively autonomous and often isolating profession, so the hope is that through encouraging collaboration in this course, students will learn to foster collaborative relationships with their colleagues in schools. Student's active participation in all activities is critical not only to the success of the course but also for their success as a student in the course.

Course Assignments:

Current Events: (5%)

Students will select a current event (ie: newspaper articles, online journals or newsletters, etc.), related to the topic of diversity and give a brief presentation outlining its relativity to the course as well as to their own teaching experiences. Two students will be responsible for sharing a current event at the beginning of each class session. A copy of the article will also be turned in to the instructor, including the source. **Contingent on student's assigned presentation date.**

Case Study: (10%)

Class members will select a student from one of their classes that demonstrates those characteristics of an “a student at risk of academic failure.” Many students struggle with challenges that affect their academic endeavors and yet fall outside the realm of qualification for special services. Class members will select one of these students and write a one to two page description, including all pertinent information regarding their particular situation. Class members will also observe their student in class taking anecdotal notes on what they observe. These case studies will serve as a basis for classroom discussions over the course of the semester. **Contingent on the student's assigned presentation date.**

Book Dialogs: (15%)

An integral part of being a professional educator is reading literature pertinent to our field of expertise. The book, *The Power of their Ideas*, by Deborah Meier is a powerfully moving text about one educator's belief that all students are capable of changing the future of our democracy. This book challenges “what is” and encourages those who read it to strive for “what can be.”

Each week, students will read 15 pages, then they will post comments from their readings (ie: thoughts, feelings, impressions, reactions) to the Blackboard discussion board making connections with their own internship experiences. Weekly postings by each student to Blackboard is required. **Due: Each week before class (post no later than Sunday evening).**

Critical Questions/Reflections: (15%)

Students are responsible for generating at least 3 questions that will provide the basis for discussion during the panel presentations for each of the three topic areas. The question should stem from: student's experiences within their internship, course readings, class discussions, current events and other related experiences. Each student must post their questions on the Blackboard discussion board the Sunday before the panel presentation to be shared with the instructor and fellow classmates. The summative aspect of the assignment will be to write a 2-3 page analysis of what they learned over the course of the three-week period, what they will do differently in the future, as well as possible areas of further study or interest (questions must also be included with this paper.) This assignment is due the week following the panel presentation. **Due: March 5th, March 26th and April 30th.**

Group Presentations: (20%)

Students will work in a small group (2-4) to develop a 45-minute interactive session for the class on a specific topic. This assignment is designed to add to the depth of their knowledge on a issue considered “hot” in the diversity debate and to provide them with meaningful practice in leading an interactive class session. Some resource suggestions will be provided, but the group is also expected to seek additional information to expand the class's knowledge base. Presenters should also provide a two-page handout for class members to assist them in understanding and remembering the materials presented. **Contingent on the group's assigned presentation date.**

Scavenger Hunt: (10%)

Students will investigate what protocol the school follows in providing support for at risk students. Do they have an intervention team? Who are its members? What steps do they follow during this pre-referral process? Students may interview a member of this team and/or speak with a teacher in their school that has been involved in the process. Students will generate a two page summary outlining the details of their schools intervention procedures. **Due: March 5th, 2007**

Special Education Web Quest: (20%)

As the diversity of our students increases, so do the challenges facing teachers. One area of diversity, special education, encompasses a wide array of disabilities that impair a child's ability to learn. It is essential that teachers and parents become knowledgeable about 1) learning impairments and their characteristics, 2) educational interventions appropriate to address learner needs in the classroom and, 3) resources available to support students, teachers, and parents. One important source of information is the Web. Several institutions, agencies and organizations have developed comprehensive websites that provide reliable information about specific disabilities and legislation. These sites commonly identify sources of support for those with special needs as well as resources for teachers and parents. In this course, we will utilize web-based resources to learn about special education generally and particular learning needs.

Students are to select one of the topics listed from the site listed below. The parameters of the assignment are listed under the specific web quest, and will be discussed at greater length in class. **Due: April 16th, 2007**

<http://home.gwu.edu/~karenkor/tred-208/index.html>.

Book Choice Project:

As you read through one of the texts listed below you will draw connections to the ideas and topics we have discussed in class. You will then present a brief overview of your readings/connections to the class as well as a brief two page hand-out summarizing your thoughts.

Carger, C. (1996). Of Borders and Dreams: A Mexican-American Experience of Urban Education. New York: Teachers College Press.

Delpit, L. (2003). The Skin That We Speak. New York: Norton.

Gantos, J. (1998). Joey Pigza Swallowed the Key. New York: HarperTrophy (available on loan)

Mitchie, G. (1999). Holler if You Hear Me. New York: TC Press.

Orenstein, P. (1994). SchoolGirls: Young Women, Self-Esteem and the Confidence Gap. New York: Anchor Books

Suskind, R. (1999). A Hope in the Unseen: An American Odyssey from the Inner City to the Ivy League. New York: Broadway Books.

Evaluation Procedures

Assignment	Points	Due
Class participation	5 pt	entire course
Current events	5 pt	varies
Case Studies	10 pt	varies
Book Dialog	10 pt	weekly
Critical Questions/Reflections	15 pt	3/5, 3/26, 4/30
Group Presentations	10 pt	varies
Scavenger Hunt	15 pt	3/5
Web Quest:	20 pt	4/16
Book Choice Project	10 pt	4/30

Grading Scale:

Grade	Range
A	93-100%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
F	below 70%

Additional Course Policies:

Attendance and Participation: If a student is unable to attend class, please email or call the instructor. Students will be responsible for the work both due and discussed in class that day and work due the week after they miss class. Students are welcome to email assignments that are due on the day they are unable to attend.

If a student misses more than two classes a semester, this will be reflected in their course grade. Extensive absences (3 or more) will result in an incomplete or failure depending on the specific circumstances.

In addition to attending class, it is important that students arrive on time and stay for the entire class period. Excessive tardiness or early leave-taking will be reflected in the semester grade; excluding special circumstances.

Disability Support Services

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss specific needs. Please contact the Disability Support Services office at 202.994.8250 in the Marvin Center, Suite 242, to establish eligibility and to coordinate reasonable accommodations. For additional information please refer to: <http://gwired.gwu.edu/dss/>.

Required Texts:

Howard, Gary R. (1999). *We Can't Teach What We Don't Know: White Teachers, Multiracial Schools*. Teachers College Press: New York, NY.

Mastropieri & Scruggs (2003). *The inclusive classroom: Strategies for effective instruction*. 2nd edition. Prentice Hall: USA (MS)

Meier, D. (2002). *The Power of their Ideas: Lessons for America from a small school in Harlem*. Boston, MA: Beacon Press.

Smink, J & Schargel (2004). *Helping students to graduate: A strategic approach to dropout prevention*. Eye on Education: Larchmont, NY. (www.eyeoneducation.com) (SS)

**Additional reading will be assigned and distributed in class.

GUIDELINES FOR CURRENT EVENTS

Two Purpose:

1. To increase student awareness of the current state of affairs regarding the growing diversity in schools and what resources are available on the topic.
How are schools/classrooms/teachers dealing with the challenge?
What new and innovative strategies are being used?
What are the short/long-term recommendations?

2. To promote students ability to draw from the experiences of others and apply it to their own situations.

Expectations:

1. Students will select a current event (ie: newspaper articles, online journals or newsletters, etc.), related to the topic of diversity and give a brief presentation outlining its relativity to the course as well as to their own teaching experiences.
2. A copy of the article will also be turned in to the instructor, including the source

Assessment:

1. Students will be assessed on the interest, applicability and relativity of their article, as well as their ability to provide an articulate summary for the class.

GUIDELINES FOR CRITICAL QUESTIONS/REFLECTIONS (Panel Presentations)

Two Purposes:

1. To critically reflect on the issues discussed over the three week period;
2. To promote thoughtful class discussions (with the presenters and class) in which class members analyze a variety of issues pertaining to diversity and how these issues apply to their own classroom experiences.

Expectations:

1. Students will develop 3 questions that can be used to stimulate class discussion during the presentation panel.
2. Questions must be thought provoking and relevant for educators. That is, questions are designed to engage the presenters in a critical examination of issues on the topics presented and in considering implications/solutions for classroom teachers.
3. Students will be prepared to contribute to the discussion through their questions and thoughtful comments.
4. Written questions are to be posted on the Blackboard discussion board no later than the Sunday before the panel presentation so that the instructor and fellow class participants may read them.
5. Students will write a 2-3 page analysis of what they have learned over the course of the three-week period. The analysis should respond to specific topics discussed during the presentation, as well as well as possible areas of further study or interest. This is not a summary paper, rather one of reflection regarding current issues and best practices for diverse classrooms.

Assessment:

The instructor will use the rubric below to assess this assignment:

A	B	C	REVISE
All 3 questions are thought provoking and relevant for educators.	Only two of the questions are both thought provoking and relevant for educators.	Only one or two of the questions provoke more than superficial thinking about the issue(s).	Questions do not respond to the assigned topic for discussion.
Student asks appropriate questions of the panel and participates in the class discussion.	Student asks two to three questions and occasionally participates in the class discussion.	Student asks one question and does not really participate in the class discussion.	Student is unprepared and does not ask questions of the panel, nor engage in the class discussion.
Analysis paper is well thought out, articulates	Analysis paper is well written and	Analysis paper doesn't really address key ideas	Analysis paper does not address the topic.

key ideas surrounding the topic of discussion and presents possible solutions and actions for the future.	addresses one or two key ideas along with possible solutions and actions.	and only offers minimal solutions and actions.	
All questions are posted at the appropriate time.	Questions are turned in late once.	Questions are turned in late twice.	Questions were never posted at the appointed time.

GUIDELINES FOR GROUP PRESENTATIONS

Two Purposes:

1. To investigate a topic in depth – history, controversy, economics politics, nuances, implications for schools, teachers, and students;
2. To develop student’s presentation skills – researching, planning, organizing and presenting.

Expectations:

1. Time - 45 minute presentation (organize the time carefully)
2. Overview – Present an overview of the topic that addresses the aspects listed in purpose #1. Views of proponents and opponents should be clearly presented as well as a clear definition of the importance/relevance of the topic.
3. Presentation – Each member of the group is to assume a leadership role. All class members should be engaged in the discussion and through activities designed to promote critical thinking.
4. Supporting Materials – Provide a two-page handout for class members to assist them in understanding and remembering the materials present. In this handout:
 - a) Synthesize information presented in your overview and key ideas or points made;
 - b) Organize a bibliography of related articles, web sites, organizations, etc. that will provide additional information on your topic.

Assessment:

1. Each presentation will be assessed by peers using the following questions and rating system (see attached rubric)
 - In what ways did the presentation increase your understanding of the topic?
 - What questions do you still have about the topic?
 - Rate the group’s presentation as very effective, effective, marginally effective or ineffective on each of the following:
 - Presented reasoned argument(s)
 - Clarity of presentation
 - Engaged class members

The instructor will use the rubric below to assess this assignment:

A	B	C	REVISE
Two-page handout is comprehensive in that it provides an overview of the topic highlighting key ideas and citing a variety of resources.	Handout could be more comprehensive in the overview, in highlighting key ideas or in citing resources.	Handout is missing one component described in cell one.	Handout is not provided.
Each member of the group assumes a leadership role and takes an equal role in presenting the material.	Leadership in presenting the topic not evenly distributed among group members.	Not all group members participate in the presentation.	One group member assumes leadership role.
Presenters engage all class members in thinking critically about the topic through discussion or an activity.	Class members were engaged, but presentation did not promote critical thinking on the topic.	Some class members were not engaged and presentation did not promote critical thinking on the topic.	Most of the class was not engaged and presentation did not promote critical thinking on the topic.

GUIDELINES FOR CASE STUDIES

Purpose:

1. To develop students ability to apply theory to practice.

Expectations:

1. Students will generate a one to two page case study on a student they're working with in one of their classes. Their description should include relevant background information on the student, such as: age, grade, language, race, sex, emotional/behavioral/academic challenges, home environment, classroom behavior and any other pertinent information that would effectively describe their particular student's challenges.
2. Students will arrange to observe at least one class period in which the above child participates in order to acquire informal observational notes.
3. If possible, students will access child's cumulative file in order to review that child's background information. (Permission and access will have to be obtained through the appropriate school personnel. Confidentiality is essential).

Assessment:

1. Students will be assessed by the thoroughness of their case study descriptions.

GUIDELINES FOR SCAVENGER HUNT

Purpose:

1. To engage students in learning about:

- services and resources available in their schools to assist at risk students;
- teachers and other related personnel who work to support such students;
- the legal and ethical responsibilities of schools and teachers in meeting the needs of all students.

Expectations:

1. Students will meet with an intervention team member and/or other school personnel in order to construct informed responses to the questions in the scavenger hunt assignment.

- Do they have an intervention team?
- Who are its members?
- What steps do they follow during this pre-referral process?

2. Student will provide instructor and fellow classmates with a two page summary of their findings.

Assessment:

The scavenger hunt will be assessed in the following manner:

A	B	C	REVISE
Written responses clearly demonstrate the student’s knowledge of their school’s intervention program. All questions included in the scavenger hunt are fully addressed.	All aspects of the scavenger hunt are adequately addressed, but some questions arise regarding how knowledgeable the student is in one or two areas.	At least one aspect of the scavenger hunt is not adequately addressed leading to questions about how knowledgeable the student is in this area.	Questions are not adequately addressed.
Participation in the roundtable discussion clearly demonstrates the student’s understanding of the school/classroom intervention procedures as well as the challenges of meeting the needs of at risk students.	Participation is limited, but suggests the student has a good understanding of the intervention program within the school.	Participation is marginal. Difficult to assess the degree to which the student understands the intervention program within the school.	(Meet with the instructor to discuss.)

BOOK DIALOGS

Purpose:

1. To foster students ability to make “text to self” connections.
2. To engage in professional dialog about “what is” versus “what can be.”

Expectations:

1. Students will read 15 pages each week from the text
2. Then they will post comments from their readings (ie: thoughts, feelings, impressions, reactions) to the Blackboard discussion board making connections with their own internship experiences.
3. Students will write a summary paper, at least 2 pages in length, synthesizing the connections between the book and their own teaching experiences.

Assessment:

The instructor will use the rubric below to assess the paper:

A	B	C	CONFERENCE
The paper is strongly supported by references to readings, class discussions, and personal experiences.	Most supporting references are strong.	Supporting references are acceptable.	Supporting references are not relevant or not provided.
The paper's response is thoughtful and focused.	The paper's response is accurate, but could reflect more depth.	The paper's response is accurate but superficial or strays from the main topic.	The paper's response does not reflect an acceptable level of understanding.

Specific guidelines for the special education webquest are provided on the webquest itself

Class Sessions and Assignments

First session (January 22nd)

Topic: Introduction

Discussion

- What impacts a students experience in school?
- What are some of the inequalities?
- Greatest challenges?
- Pressing concerns?

Sign up for OELA newsline at: <http://www.ncela.gwu.edu/enews/subscribe.htm>

Review course expectations and assignments

Determine groups

Homework:

- A Group, find a related current event to share with the class.
- Read: The Power of Their Ideas, p 3-18, post thoughts/feelings on Blackboard
- Read: Meire handout

Second session (January 29th)

Topic: *ELL students*

Case study #1 discussion

Current events (A group)

Topic Overview

Reading

Due:

- Case study #1 one-page summary for class members and instructor
- Copy of current event(s) for class members and instructor –both due before presentation

Homework:

- Group B, find a related current event to share with the class.
- Case study #2 group prepare
- Read: The Power of Their Ideas, p. 19-34, post thoughts/feelings on Blackboard
- Hand-out

Third session (February 5th)

Topic: *ELL-Newcomers*

Current events (B group)

Case study #2 discussion

Readings

Student presentation

Due:

- Case study #2 one-page summary for class members and instructor
- Copy of current event(s) for class members and instructor –both due before presentation

Homework:

- C Group, find a related current event to share with the class.
- Case study #3 group prepare
- Read: The Power of Their Ideas, p 35-50, post thoughts/feelings on Blackboard
- Handout

Fourth session (February 12th)

Topic: *ELL Born in the US*

Current events (C group)

Case study #3 discussion

Readings

Student presentation

Due:

- Case study #3 one-page summary for class members and instructor

- Copy of current event(s) for class members and instructor –both due before presentation

Homework:

- Questions for panel presentation (post on blackboard, no later than Sunday morning)
- Read: The Power of Their Ideas, p 51-66, post thoughts/feelings on Blackboard
- Handout

<i>February 19th President's Day</i>

Fifth session (February 26th)

Topic: *ELL*

ELL Panel presentation

Homework:

- D Group, find a related current event to share with the class.
- Case study #4 group prepare
- Critical questions/reflection papers (for ELL panel)
- Read: The Power of Their Ideas, p 67-82, post thoughts/feelings on Blackboard
- Questions for panel presentation (post on blackboard, no later than Sunday morning)

Sixth session (March 5^h)

Topic: *At Risk Students (Minority children (AA, hispanic, etc), poverty, SPH's, etc)*

Current events (D group)

Case study #4 discussion

Readings

Topic Overview

Due:

- Case study #4 one-page summary for class members and instructor
- Copy of current event(s) for class members and instructor –both due before presentation
- Critical questions/reflection papers (for ELL panel)
- Scavenger Hunt assignment

Homework:

- E Group, find a related current event to share with the class.
- Case study #5 group prepare
- Read: The Power of Their Ideas, p 83-98, post thoughts/feelings on Blackboard
- Handouts

Seventh session (March 12^h)

Topic: *At Risk Students (Minority children (AA, Hispanic, etc), poverty, SPH's, etc)*

Current events (E group)
Case study #5 discussion
Readings
Student presentation

Due:

- Case study #5 one-page summary for class members and instructor
- Copy of current event(s) for class members and instructor –both due before presentation

Homework:

- Questions for panel presentation (post on blackboard, no later than Sunday morning)
- Read: The Power of Their Ideas, p 115-130, post thoughts/feelings on Blackboard
- Handouts

Eighth session (March 19th)

Topic: *At Risk Students*

At Risk Students panel presentation

Homework:

- Critical questions/reflection papers (on ELL)
- Case study #6 group prepare
- Read: The Power of Their Ideas, p 99-114, post thoughts/feelings on Blackboard
- Handouts

Ninth session (March 26th)

Topic: *Special Needs Students*

Current events (F group)
Case study #6 discussion
Topic overview
Readings

Due:

- Case study # one-page summary for class members and instructor
- Copy of current event(s) for class members and instructor –both due before presentation
- Critical questions/reflection papers (for At Risk)

Homework:

- G Group, find a related current event to share with the class.
- Case study #7 group prepare
- Read: The Power of Their Ideas, p 131-146, post thoughts/feelings on Blackboard
- Handouts

April 2nd is Spring Break

Tenth session (April 9th)

Topic: *Special Needs Students (Low incidence disabilities)*

Current events (G group)
Case study #7 discussion
Readings
Student presentation

Due:

- Case study #7 one-page summary for class members and instructor
- Copy of current event(s) for class members and instructor –both due before presentation

Homework:

- Read: The Power of Their Ideas, p 147-162, post thoughts/feelings on Blackboard
- Handouts

Eleventh session (April 16th) 5th group

Topic: *Special Needs Students (High incidence disabilities)*

Readings
Web Quest Presentations
Student presentation

Due:

- Web quest assignment

Homework:

- Questions for panel presentation (post on blackboard, no later than Sunday morning)
- Read: The Power of Their Ideas, p 163-178, post thoughts/feelings on Blackboard
- Handouts

Twelvth session (April 23rd)

Topic: *Special Needs Students*

Special Education panel presentation

Homework:

- Critical questions/reflection (Special Needs)
- Read: The Power of Their Ideas, p 179-185, come prepared to discuss book.

Thirteenth session (April 30th)

Discuss “Power of Their Ideas”
Group reflections
Course evaluations

Due:

- Critical questions/reflection papers (Special needs)

Group Presentation Rubric

Rate the group's presentation as very effective, effective, marginally effective or ineffective on each of the following:

1) Presentation increased understanding of topic

Very effective (5) Effective (4) Relatively effective (3) Marginally Effective (2) Ineffective (1)

Comments:

2) Information was applicable to the classroom

Very effective (5) Effective (4) Relatively effective (3) Marginally Effective (2) Ineffective (1)

Comments:

3) Overall clarity and organization of presentation

Very effective (5) Effective (4) Relatively effective (3) Marginally Effective (2) Ineffective (1)

Comments:

4) Engaged class members

Very effective (5) Effective (4) Relatively effective (3) Marginally Effective (2) Ineffective (1)

Comments:

5) In what ways did the presentation increase your understanding of the topic?

Directions for Scavenger Hunt

1. Does your school have parent liaisons on staff? If your school does not have parent liaisons on staff, determine why not.

If your school does have parent liaisons on staff, who are they? What is the role of parent liaisons in your school? How do you access the support of a parent liaison?

If you are working in a school that does not have parent liaisons, but you need to communicate with a parent with whom you do not share language, identify the resources available to support your communication.

2. Does your school have a character education program in place? Describe the program. Can you *see* the program or *hear* the program at your school? Are there any connections among the schools in your pyramid? That is, do your feeder middle school(s) or the elementary schools in your pyramid incorporate character education in their school program?

5. What special education programs are in place at your school?
What is the continuum of services available to students eligible for special education in your school?

Where are special service files maintained at your school?

As a general education teacher, how do you gain access to these files?

What types of information are available in special service files?

6. Briefly define the following:

Section 504 of the Rehabilitation Act

FAPE

LRE

ADA

EHA, PL 94-142

PL 99-457

IDEA

IDEA '97

ADHD

IEP

7. Identify a special education student who receives special education services at your school. Access and review this student's individualized education plan (IEP).

Identify three critical pieces of information you gained from the identified student's IEP. How would this information affect your instructional program?

8. As a general education teacher assigned to heterogeneously grouped students, what are your responsibilities regarding the implementation of your students' IEPs? That is, as a general education teacher you will have special education students with current IEPs in your classes. In what ways will the IEPs of these students affect your delivery of instruction, assessment of student mastery of content, as well as the overall structure of your classroom?

9. Some students with disabilities qualify for and have 504 Plans.

What is a 504 plan?
Who develops a 504 Plan?
How is a 504 Plan different than an IEP?
Who retains a copy of a student's 504 Plan?

10. Identify the specialists (examples listed below) assigned to your specific school. Note when these persons are working in your school. (Many specialists serve more than one school.) How do you contact the specialists assigned to your school (offices in your school, mailboxes, e-mail, and voice mail)? Also note how to contact these specialists on a day they are not assigned to your school.

School Psychologist
School Social Worker
Special Education Department Chair

11. Where are IEP meetings held at your school?
Who are the IEP team members?
What are the responsibilities of each IEP team member?
Be certain to learn the responsibilities of the general education teacher participating in the IEP meeting.
12. What is the prevalence of students identified for special education in your school?
Prevalence of students identified with learning disabilities?
Prevalence of students identified with emotional disabilities?
Analyze the representation of diverse populations in special education at your school (ie: ESOL students with special needs).
13. Students identified with disabilities are required to follow the same rules and regulations as general education students. In Fairfax County the rules governing student behavior are outlined in the Students Responsibilities and Rights (SRR) handbook. Students with disabilities require modifications in the presentation of the SRR. In addition, students with disabilities who violate the SRR, particularly violations that result in significant disciplinary action, are entitled to certain safeguards. Briefly describe the safeguards for a student with a current IEP who has been assigned a significant disciplinary consequence.
14. Ask permission to attend **one** of these meetings and summarize your experience for the assignment:
- Attend an IEP meeting. Immediately following the meeting jot down the salient points. Reflect. What questions do you have regarding the meeting?
 - Attend a local screening meeting for a new referral to the committee. Following the meeting reflect on what occurred. What questions do you have regarding the meeting?
 - Attend an eligibility meeting. Again, following the eligibility meeting take some time to reflect. What questions come to mind regarding the meeting?
15. Selection **one** of the questions below to answer for the assignment:
- What procedures do you follow if you suspect a student is experiencing abuse (either self-imposed or through his/her environment)? Again, as a classroom teacher what is your responsibility if you suspect abuse?

- If you suspect one of your general education students has significant problems learning, what should you do? What procedures should you follow? What is the timeline for moving from identification to services being provided?

Group Presentation Sign-up List (4 groups of 3, and 1 group of 2)

Topic: English Language Learners (newcomers)

February 5th, 2007

Topic: English Language Learners (Born in US)

February 12th, 2007

Topic: At Risk

March 12th, 2007

Topic: Special Needs Students (Low-incidence)

April 9, 2007

Topic: Special Needs Students (High-incidence)

April 16, 2007

Case Study Discussions (2 presenters for each date)

February 5th (#1)

February 12th (#2)

March 5th (#3)

March 12th (#4)

March 26th (#5)

April 9th (#6)

April 16th (#7)

Current Events Groups (2 presenters for each date)

February 5th (#A)

February 12th (#B)

March 5th (#C)

March 12th (#D)

March 26th (#E)

April 9th (#F)

April 16th (#G)
