Secondary Education and Educational Leadership  
SED 450.002  
Diversity in a Learner-Centered Environment  
Spring 2016

Instructor: Linda J. Black, Ph.D.  
Office: McKibben 404K  
Office Phone: 468-1847  
Office Hours: MW 12:00-12:30, 2:00-5:00  
TR 9-9:30, 12-12:30

Course Time & Location: TR 2:00-2:50 pm McKibben 439
Office Hours: MW 12:00-12:30, 2:00-5:00  
TR 9-9:30, 12-12:30

Credits: 2 hours  
Email: blacklj@sfasu.edu; lbblac@yahoo.com

Prerequisites: HMS 203, SED 370, SED 371, SED 372

I. Course Description:

This course provides knowledge and skills that will empower pre-service teacher candidates to create a classroom learning environment wherein students from diverse cultural, linguistic, ethnic, economic, and ability backgrounds may attain maximum academic, social, and emotional success. Major topics include the role of culture and language in schooling, legal and ethical issues in education, traditions and value systems of diverse individuals, and culturally and linguistically responsive teaching. The resulting final assessment (CAEP artifact) is a critical assignment related to accountability and accreditation in this program. This course is a prerequisite for Student Teaching.

II. Intended Program/Course/Learner Outcomes: This course fulfills the following national standards:

A. INTASC Standards (Interstate New Teacher Assessment Support Consortium):

Standard #1: Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #10: Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
B. CAEP Standards (Council for the Accreditation of Educator Preparation):

**Standard 1: Candidate Knowledge, Skills, and Professional Dispositions:**
1.1 Candidates demonstrate an understanding of the 10 INTASC standards at the appropriate progression level(s) in the following categories: content, the learner and learning, and instructional practice.

**Standard 2: Clinical Partnership and Practice:** The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

C. ISTE Standards (International Society for Technology in Education):

1. Facilitate and inspire student learning and creativity.
2. Design and develop digital age learning and creativity.
4. Promote and model digital citizenship and responsibility.

III. Intended Program/Student Learning Outcomes:

This course addresses the Perkins College of Education mission and values by preparing teacher candidates to be "competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development." Specifically the course helps student learn to teach all students and work with diverse families and students. In addition the course helps to prepare professionals for the public schools. The course promotes the PCOE Core Values of academic excellence through critical, reflective, and creative thinking, lifelong learning, collaboration and shared decision-making, openness to new ideas, to culturally diverse people, and to innovation and change, integrity, responsibility, diligence, and ethical behavior, and service that enriches the community. The Core Values are linked to each assignment/assessment in the course.

**Program Learning Outcomes:**

1. The student will develop and adapt instruction and assessment for based on the needs of diverse students.
2. The student will effectively manage a diverse learner centered classroom.
3. The student will implement and modify instruction based for all students incorporating technology as appropriate.
4. The student will understand the purpose of education, philosophical perspectives including professional, legal and ethical issues.
5. The student will use strategies and methods for reading and literacy in various content areas.

**Student Learning Outcomes:**

The objectives for this course, as with the program intended learning outcomes, conform to the College of Education’s Conceptual Framework. Specifically, all course-related activities strive to facilitate the inculcation of the College’s Core Values, those being: academic excellence through critical, reflective, and creative thinking; an appreciation for and understanding of the relevance for lifelong learning; recognition of the importance of collaboration and shared decision making; incorporation of openness to new ideas, culturally diverse people, and innovation and change; enhanced application of the practice of integrity, responsibility, diligence, and ethical behavior; and the development of a personal and professional commitment to service that enriches the community. It is the mission of the College of Education to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. As such, this course seeks to prepare each teacher candidate in the development of those skills and abilities necessary for meaningful, effective instructional leadership with a wide array of diverse learners.

**Course goals that seek to frame the course context and provide guidance for the attainment of the aforementioned objectives include:**

- The candidate will understand the role of basic traditions and value systems of culturally diverse individuals.
- The candidate will understand culture’s role in the learning environment.
- The candidate will understand and be able to implement effective strategies for culturally relevant teaching.
- The candidate will develop a base of information and a repertoire of strategies to successfully meet the needs of all students in the twenty-first century classroom, including special needs students and gifted and talented students.
- The candidate will understand and develop appropriate teacher responses to classroom situations involving various aspects of diversity, including race and ethnicity, gender, religion, socioeconomic status, special needs, adolescents, sexual orientation, and language.
- The candidate will understand and be able to apply various aspects of differentiated instruction and assessment as a culturally responsive teacher.
- The candidate will understand legal and ethical issues related to diverse learners.
- The candidate will understand how to collaborate and interact with families and communities of diverse students.
This course aligns with other Secondary Education courses in that it seeks to contribute to the academic base essential for the development of professional educators who are well-grounded in the current knowledge and research in the field of teaching and learning.

The content of the course will reflect areas of effective teaching practices addressed by the Pedagogy and Professional Responsibilities test of the Texas Examinations of Educator Standards (TExES). The course content will be examined in the context of how it applies to appropriate professional practice as well as its relationship to the state competencies. SED 450 will specifically focus upon Competencies 002, 003, 004, 009, 010, and 011.

**English Language Learner Standards**

- **II.003.2** Knows effective instructional methods and techniques for the ESL classroom and selects and uses instructional methods, resources, and materials appropriate for addressing specified instructional goals and promoting learning in students with diverse characteristics and needs.
- **II.003.3** Applies knowledge of effective practices, resources, and materials for providing content-based ESL instruction, engaging students in critical thinking, and fostering students’ communicative competence.
- **II.003.4** Knows how to integrate technological tools and resources into the instructional process to facilitate and enhance student learning.
- **II.004.2** Understands the role of the linguistic environment and conversational support in second-language development, and uses this knowledge to provide a rich, comprehensive language environment with supported opportunities for communication in English.
- **II.004.3** Applies knowledge of practices, resources, and materials that are effective in promoting students’ communicative competence in English.
- **II.004.6** Applies knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select instructional strategies and resources that facilitate communicative language development.
- **II.005.6** Applies knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select instructional strategies and resources that facilitate ESL students’ literacy development.
- **II.005.7** Knows personal factors that affect ESL students’ English literacy development (e.g., interrupted schooling, literacy status in the primary language, prior literacy experiences) and applies effective strategies for addressing those factors.
- **II.006.3** Applies knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select instructional strategies and resources that facilitate ESL students’ cognitive-academic language development and content-area learning.
- **II.007.3** Knows standardized tests commonly used in ESL programs in Texas and knows how to interpret their results.
- **II.007.5** Understands relationships among state-mandated standards, instruction, and assessment in the ESL classroom.
- **III.009.1** Understands cultural and linguistic diversity in the ESL classroom and other factors that may affect students’ learning of academic content, language, and culture (e.g., age, developmental characteristics, academic strengths and needs, preferred learning styles, personality, sociocultural factors, home environment, attitude, exceptionalities).
- **III.009.2** Knows how to create an effective multicultural and multilingual learning environment that addresses the affective, linguistic, and cognitive needs of ESL students and facilitates students’ learning and language acquisition.
- **III.010.1** Applies knowledge of effective strategies advocating educational and social equity for ESL students (e.g., participating in LPAC and ARD meetings, serving on SBDM committees, serving as a resource for teachers).

**IV. Course Assignments, Activities, Instructional Strategies, Use of Technology:**

- **Reflections on Diversity Case Studies (100 pts.)** Students will reflect upon appropriate teacher responses to classroom situations in case studies involving various aspects of diversity, including race and ethnicity, gender, religion, socioeconomic status, sexual orientation, and language. **Supports the PCOE core value of Openness to new ideas, to culturally diverse people, and to innovation and change.**
- **Study Guide for English Language Learner Text (114pts.)** **Supports the PCOE core value of Openness to new ideas, to culturally diverse people, and to innovation and change.**
- **Quiz over legal and ethical issues in Texas education (100 pts.).** **Supports the PCOE core value of Integrity, responsibility, diligence, and ethical behavior.**
- **Inner/Outer Circle Seminar (100 pts.)** Each student will prepare questions and answers from readings about students with special needs and then participate in this seminar activity. **Supports the PCOE core value of Openness to new ideas, to culturally diverse people, and to innovation and change.**
- **Personal Cultural Identity Project (100 pts.)** Each student will describe his/her own personal cultural identity by analyzing the many influences that converged to forge this identity and then analyze how his/her cultural identity influences interactions in the classroom. **Supports the PCOE core value of Academic excellence through critical, reflective, and creative thinking.**
- **Classroom Diversity Plan (100 pts.)** Each student will create a diversity plan for his/her classroom based on knowledge and skills obtained gained in the class. **Supports the PCOE core value of Openness to new ideas, to culturally diverse people, and to innovation and change and the core value of Academic excellence through critical, reflective, and creative thinking.**
g. **Individual/Partner/Group Presentation on Gender Equity in Content Areas (50 pts.)** Each student will review articles about gender equity in his/her field and present the main issues and appropriate gender equity teaching suggestions to the class. **Supports the PCOE core value of Openness to new ideas, to culturally diverse people, and to innovation and change.**

h. **Attendance/Professional Dispositions (100 pts.)** At this point in each student’s professional development, the Department of Secondary Education expects pre-service candidates to demonstrate a wide range of professional dispositions, to include: attendance, class participation, adherence to professional ethics, collaboration, commitment to diversity, initiative, responsibility, responsiveness to professional feedback, self-reflection, and student focus. Each student is required to participate in class through discussion and collaboration. Based upon interaction and observation of each student during the semester, the course instructor will calculate the disposition grade. **Supports the PCOE core value of Integrity, responsibility, diligence, and ethical behavior, the core value of collaboration and shared decision-making.**

**Failure Clause:** You can immediately earn an F in this course due to the following reasons:
- Your placement site asks for you to be removed
- You have violated state or federal law
- You have violated The Code of Ethics and Standard Practices for Texas Educators
- You have violated school and/or district policy
- You have violated university policy
- Any other egregious acts of non-professional behavior
- You have accumulated 5 unexcused absences in this class

**Students who do not successfully complete the internship and/or make a grade of lower than a “C” and wish to apply for a second internship are required to meet with the Department Chair and Secondary Program coordinator before they will be allowed to register.**

i. **Professional Growth Opportunities (20 pts. each)** Just as professional educators have the opportunity for continued professional growth, students will be given the opportunity to extend, elaborate, and apply their classroom learning to two educational experiences outside of the classroom setting. These experiences will vary with the semester depending upon community and university events. **Supports the PCOE core value of Life-long learning.**

V. Evaluation and Assessments (Grading):

Student grades will be determined by the following criteria:
1) Case Studies 100 pts.
2) Study Guide 114 pts.
3) Quiz Legal Issues 100 pts.
4) Inner/Outer circle Seminar 100 pts.
5) Cultural Identity Project 100 pts.
6) Classroom Diversity Plan 100 pts.
7) Group Presentation on Gender Equity 50 pts.
8) Attendance and Professional Dispositions 100 pts.

To determine your grade, take your points earned and divide by the number of points possible. Letter grades for the course will be determined as follows:

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

VI. Tentative Course Outline/Calendar:

- **Week # 1:** Preparing for Internship
- **Week # 2 and 3:** Legal and ethical issues in education
- **Week # 4:** Diversity in society
- **Week # 5:** Theory of diversity education
- **Week # 6:** Culture and learning
- **Week # 7:** Diversity in Race and ethnicity
- **Week # 8:** Diversity in Learning styles and culture
- **Week # 9:** Diversity in Religion and culture
- **Week # 10:** Diversity in Gender and sexual orientation
- **Week # 11:** Diversity in Ability/Disability
- **Week # 12:** Diversity in Language and learning
- **Week # 13:** Diversity in Social class and status
- **Week # 14:** Culturally responsive instruction
VII. Readings (Required and recommended—including texts, websites, articles, etc.):


3) **Required**: Course Packet available at Staples. This one packet includes required forms and materials needed for BOTH SED 450 and SED 460 Internship. Be sure to ask for the packet for Dr. Black’s section of SED 450/460.002.

4) **Required**: A LiveText account. Upon your enrollment in this course, if you do not already have an existing LiveText account, you should receive an access code for a free LiveText account. This course collects assessments for students who are Perkins College of Education majors or majors in other colleges seeking educator certification through the Perkins College of Education using the Live Text data management system. LiveText is a data management system that you will use to submit designated assignments in this course. The access code will come to you directly from the LiveText system to your SFA Titan email account. You will be required to register your LiveText account, and you will be notified how to do this. If you do not receive this code by the end of the first week of class, or you forward your SFA email to another account and do not receive an email concerning LiveText registration, please check your junk e-mail and spam folders. If you still do not have the message, please contact the SFA LiveText coordinator at ext. 1267 or sfaliveText@sfasu.edu. Once you have received the access code, it is YOUR responsibility to activate the account. Failure to activate the account and/or submit the required assignment(s) could result in course penalty.

5) **Required**: Register for FREE at the Teaching Channel at https://www.teachingchannel.org/users/sign_up (Free lesson plans and brief teaching videos to be used in class and for some homework assignments.)

6) **Required**: One three inch 3-ring binder with A-Z lettered dividers for all materials used in both intern classes.

7) The various state adopted standards for Texas, **TEKS and English Language Proficiency Standards (ELPS)** are available at: http://www.tea.state.tx.us/index2.aspx?id=6148&menu_id=720&menu_id2=785

**College and Career Readiness Standards (CCRS)**, available at http://www.thecb.state.tx.us/collegereadiness/crs.pdf

VIII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

XIV. Student Ethics and Other Policy Information:

**Attendance:**

A. **Personal Days**- You are expected to attend all classes, arrive on time, and actively participate in class. You are allowed two “personal days” that you may take at your discretion, but only with prior notification. This is a professional courtesy that must become part of your routine. You may notify me by phone or email, or advise me during class time. **Exam days are excluded from this policy.** Work due on the day you are absent must still be submitted ON THAT DAY, by a classmate or electronically.

B. **Excused Absences**- You also have officially excused SFASU days available to you that are covered under SFASU policy. University policy lists the following reasons for excusing a student: Health-related issues, family emergencies, and student participation in university-related activities. Sick days and university-related activities require appropriate documentation so that any missed work may be completed.

C. **Unexcused Absences**- Every unexcused absence besides the 2 personal days will result in a letter grade reduction. **At 5 unexcused absences, you will fail this course.** This is the same rule as in SFA Student Teaching. It is YOUR responsibility to NOTIFY the instructor if you are going to be absent.

D. **Tardies**- Two tardies will count as one absence. This is the same rule as in SFA Student Teaching.

E. **Missed quizzes/exams** may only be rescheduled in cases of excused absences including documented personal illness or family emergency.

F. **Students with Disabilities**
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

G. Academic Integrity
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

H. Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work that has been purchased or otherwise obtained from an Internet source or another source; and (2) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

I. Acceptable Student Behavior
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA.

Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

J. Withheld Grades Semester Grades Policy (A-54)
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

K. To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/<http://www.texas.ets.org/registrationBulletin/>). You must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU. For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.

L. Other Relevant Course Information:
Mobile technology:
Please turn off any mobile phones prior to the beginning of class. If you are expecting an important call during class time, please inform the instructor before class. Mobile phones, iPods, or texting devices are prohibited during quizzes or exams.