SEC 352: Planning for Student Diversity
Syllabus

Instructor: Dr. Judy C. Davison  
Class Time: TTR12:45-3:45pm
Office: 320 Tate Page Hall  
Phone: (270) 745-3551
Email: judy.davison@wku.edu  
Room: TPH 304
Office Hrs: W 9:00-3:00

Other times may be available by appointment.
*Please make an appointment to assure a particular conference time.

Course Description:
This course is designed to develop a working knowledge of planning, implementation of instruction, assessment, and classroom management in an environment that contains a diverse student population. Field experiences are required. Students are responsible for arranging their own transportation to designated or assigned sites.

Course Rationale:
SEC 352 is a prerequisite for further study in teacher education. This course will help prospective teachers to develop strategies for accommodating diversity in the classroom and to develop competence in creating multiple assessment instruments for use in a diverse classroom. Focus on the study of student diversity in this course helps to satisfy requirements set forth by the Education Professional Standards Board and Kentucky New Teacher Performance Standards for Preparation and Certification.
Teacher candidates, in accordance with KERA, the New Teacher Standards, and Best Practice, must identify and accept teaching methodologies that will enable them to manage diverse learning situations. Teacher candidates must also design and plan instruction and assessments that accommodate students with varying ability levels, disabilities, social diversities, diverse cultural backgrounds, and diverse life experiences.
Lesson and unit planning that accommodate diverse groups of students will be required for student teaching, internship, and for a future professional teaching career. Specific plans to address growth areas and evidence of growth will be required. Therefore, this course should help to prepare prospective teachers to meet the requirements of certification for teaching in secondary schools.

Pre-requisites:
EDU 250 with a grade of C or better; pre/co-requisite: SEC 351; portfolio from EDU 250 or one constructed to specifications; lesson/unit plans from SEC 351. (It is preferable that SEC 351 be taken before SEC 352. If SEC 351 has not been taken, then it must be taken with 352.)

400/ Graduate Difference: See the instructor for adjusted requirements.

Texts:
Required Textbook:

Course Objectives and Assessment:
The goal of this course is to present information on instructional strategies, various assessment methodologies, use of technology to enhance student learning, and continued preparation of professional development portfolio exhibits.

Assessment objectives include requirements that potential secondary instructors present instructional exhibits that demonstrate their ability to meet Kentucky’s Teacher Standards for Preparation and Certification. Also, potential secondary instructors must present professional portfolios that demonstrate proficiency in meeting some aspects of Teacher Work Sample Methodology.

Student Critical Performances:
1. Unit/Lesson plans that are aligned with Academic Expectations & Kentucky Core Content for Assessment & that address student diversity in objectives, curriculum, activities and assessment procedure
2. Textbook Analysis.

Instructional Methods, and Activities:
1. Lecture
2. Class work
3. Group inquiry
4. Unit & Lesson plan construction techniques
5. Demonstration & analysis of media on diversity topics
6. Field experience in diverse settings, with diverse student populations and/or special instructional circumstances
7. Clinical experiences with resource personnel and SCEC presentations

Special Instructional Materials:
3-ring binder to house professional portfolio artifacts and exhibits
Computer disks/flash drives—Microsoft Word or compatible software access
Kentucky’s Teacher Standards (from KDE website)
Learning Goals & Academic Expectations (from KDE website)

Course Topics:
Curriculum development, implementation, & assessment
Self- and peer-evaluation
Lesson delivery techniques
Professional standards and ethics
Collaboration with peers, resource persons and P-12 school personnel
Instruction to assure that teacher trainees will be able to do the following:
1. Show consistent sensitivity to students’ academic, physical, social, and cultural differences.
2. Utilize multiple teaching/learning strategies that are developmentally appropriate, address differences in students’ learning levels and academic aspirations.
3. Utilize appropriate media and technology.
4. Present an appropriate rationale for accommodations.
5. Utilize appropriate assessment techniques and processes that address social, cultural, and physical diversity.
6. Demonstrate tolerance to alternative perspective and options and encourages contributions from school and community resources
7. Demonstrate sensitivity to differences in abilities, modes of contribution, and social and cultural backgrounds.

KY Teacher Standards Addressed:

**Teacher Standard I:** The teacher designs/plans instruction and learning climates that develop students’ abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

**Teacher Standard II:** The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

**Teacher Standard III:** The teacher introduces/manages instruction that develops students’ abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

**Teacher Standard IV:** The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

**Teacher Standard V:** The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

**Teacher Standard VI:** The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop students’ abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

**Teacher Standard VII:** The teacher evaluates his/her performance with respect to modeling and teaching Kentucky’s learning goals, refines the skills and processes necessary, and implements a professional development plan.

**Teacher Standard VIII:** The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

**Teacher Standard IX:** The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.
**Grading/Evaluation:**
Points will be assigned to each assignment (see grade sheet)

**Portfolio Completion**
Points will be assigned according to grade sheet.

The grading scale for SEC 352 is as follows:

- **A** 90 - 100% of total points
- **B** 80 - 89% of total points
- **C** 70 - 79% of total points
- **D** 60 - 69% of total points
- **F** Below 60% of total points

**Course Schedule and Policies:**

**Course Schedule:** Class meeting dates will follow those posted in the Schedule Bulletin.

**Submission of Assignments:** Projects and assignments (including readings) must be completed at the beginning of class on the due date. There will be a 10% reduction of grade for each class day an assignment is late. With approval, final drafts of some papers may be accepted on the day after class without penalty. Problems with due dates and exams must be discussed with the instructor before the exam date or date due. Any work that you submit must be your own. If it is not, it needs to be properly referenced. Failure of this course may result if you represent the work of others (including other students) as your own. All paper submissions must be word processed and they must follow APA format. Use 12-point font unless otherwise requested. A font such as Helvetica or Times New Roman is preferred. Assignments should be well written, grammatically correct, and free of typographical errors and corrections. Unacceptable work will be returned. All components of the course must be completed to receive course credit.

**Assignments/Course Expectations:**
The teacher trainees will be expected to do the following:

1. Develop, analyze, and reflect on instructional processes that are emphasized by KERA New Teacher Standards, and other teaching models.
2. Develop five or more lessons and/or instructional processes in which at least one will be presented to the class and critiqued.
3. Write a three -five page personal biography and discussion of how the individual teacher candidates cross-cultural experiences might support or impede his/her ability to teach from a multicultural perspective.
4. Perform tasks that focus on addressing learner diversity and developing multicultural curricula as they relate to Kentucky’s New Teacher Standards performance criteria and other teaching models.
5. Utilize technology related to the specific content area.

**Teacher Work Sample Standards** *(Expected of WKU student teachers)* that this course addresses.

- **Contextual Factors:** The teacher uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.
• **Learning Goals:** The teacher sets significant, challenging, varied and appropriate learning goals.

• **Assessment Plan:** The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction.

• **Design for Instruction:** The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.

• **Reflection and Evaluation:** The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

**Plagiarism Policy:**
To represent the ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source materials used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism.

Students are entitled to due process if or when they are accused of plagiarism. If or when a student is found guilty of plagiarism, a grade of "F" may be assigned for the particular assignment or for the course.

**Attendance and Participation:**
It is expected that every student will attend every class. This course is based on a student-centered approach with an emphasis on constructivism, inquiry, discussion, and reflection. Therefore, class participation is essential. Arriving on time, remaining on task, being prepared, and participating in our learning community are all part of the professionalism that you are developing. Registration in this course obligates the student to regular and punctual class attendance. Absences for whatever reason count as time taken from the course. Notify the instructor in advance of any unavoidable absences. **Missing 20% of class time will result in a failing grade.**

*Respect for the views of all members of our community and the use of professional standards and behavior by students and the instructor are expected. However, certainly feel free to disagree---just do so with respect.*

**Disability Accommodation:**
Students who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for student Disability services, Room 200A, DUC. The OFSDS telephone number is (270) 745-5004 for both voice and TDD users.

Please DO NOT request accommodation from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

**Additional Requirements:**
Criminal check, TB test and a health screening are required BYLAW prior to any work in the schools. Additional information is available in Tate Page Hall, Room 408.

**Bibliography/References/Websites:**

**Journals and magazines:**

- Educational Leadership
- Equity and Excellence in Education
- Multicultural Education
Websites:
Kentucky Department of Education  http://www.kde.state.ky.us
Learning Disabilities Association of America  http://www.ldanatl.org/
The Council for Exceptional Children  http://www.cec.sped.org/
Gifted and Talented Students  http://www.kidsource.com/ and
www.nagc.org
Multicultural Education  http://www.wmht.org/trail/explor02.ht

See additional sites posted on External Links in Blackboard.
### SEC 352 Assignment List

#### I) Unit & Lesson Plans: Present rationale of how each is aligned with Academic Expectations, KY Core Content, New Teacher Standards, and/or Academic Discipline Standards and the Teacher Work Sample.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>1. Draft unit (obj/standards/format)</td>
<td>25 pts</td>
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<tr>
<td>2. Affect/LS/MI inclusion</td>
<td>100 pts</td>
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<tr>
<td>3. Disabilities differentiation</td>
<td>25 pts</td>
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<tr>
<td>4. Gifted differentiation</td>
<td>25 pts</td>
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<tr>
<td>5. Gender inclusion</td>
<td>25 pts</td>
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<tr>
<td>6. Multicultural curriculum</td>
<td>100 pts</td>
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<tr>
<td>7. Critical Performance application * (Planning for Diversity)</td>
<td>50 pts</td>
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Total from Unit: _____ (350 pts)

#### II) Personal Biography

Total: _____ (50 pts)

#### III) Textbook Analysis *

Total: _____ (50 pts)

#### IV) Fieldwork documentation & reaction papers

Total: _____ (200 pts)

#### V) Personal choice project (indep/collab)

Total: _____ (50 pts)

#### VI) Notebook/portfolio

Total: _____ (50 pts)

#### VII) Attendance & Participation

This will also include misc. in-class assignments, tests, etc.

Total: _____ (150 pts)

#### VIII) Exams (50 pts each)

Total: _____ (100 pts)

Total: _____ (1000 pts)

* Assignments tied to Critical Performances must be added to your electronic portfolio before a grade is recorded.