Wilmington University
College of Education and Liberal Arts

MEE7601

Master of Science in Elementary Studies (K-6)

Course Number: MAS/MEE7601

Course Title: Teaching Diverse Populations and Exceptional Children

Faculty Contact Information:

Course Description: Students will learn about and apply concepts directly relating to the educational needs of all learners presented in the classroom. Assessment instruments used to identify eligibility for specialized instruction and/or related services and the use of evaluation data appropriate to the design and implementation of individualized educational programs (IEPs) will also be studied and applied to the profsp at72(and)ethicprogfo -cultural settings. Interventions for specific disabilities, as generated by evaluation data, will be created. Federal, state, and local legislation, regulations, policies and procedures will be reviewed and analyzed as appropriate to the delivery of ser**i**s to students with special needs. The social, emotional, and intellectual characteristics of gifted students will be examined, including an analysis of identification procedures and service delivery models. Pedagogy and resources that support IEP goals and objectives for gifted students will be presented.

Specialized Professional Association Standards: CAEP K-6

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

Wilmington University Graduation Competencies: Undergraduate Educational Competencies

Dispositions: Model Code of Ethics for Educators

Delaware Teacher Growth and Support System: DTGSS

Global Awareness: Global awareness is knowledge of the interrelatedness of local, global, and international cultures. It is the understanding that our world is an interconnected system. Cultivating global awareness involves the ability to understand, respect, and get curious about challenges, trends, and systems present on a global level. College of Education and Liberal Arts Educator Preparation Programs foster global awareness by preparing and empowering teacher candidates to integrate that knowledge in their PreK-12 classrooms. In this course, candidates analyze related ethical and philosophical considerations in special education, and gain an understanding of procedures, laws, policies, and disability categories.

Cultural Differences: Culturally responsive practices acknowledge and honor the experiences and perspectives of children and their families as a tool to support them more effectively. This practice emphasizes incorporation of different perspectives that create an inclusive, relevant, and supportive environment for learners from various backgrounds. The College of Education and Liberal Arts Educator Preparation Programs incorporate culturally relevant instruction that integrate a wide variety of instructional strategies connected to different approaches to learning. In this course, teacher candidates learn their role in Multi-Tiered Support Systems (MTSS) related to making data-based decisions for students in consideration of their social, cultural, and linguistic development.

Teaching Methods: Students will be exposed to the course material through assigned textbook readings, videos, websites, articles, peer reviewed journals and presentations by classmates.
Evaluation Procedures Students will be assessed using discussion board forums, sample lesson plans, various graphic organizers, a presentation, a journal article activity and a research paper. The purposeful integration of technology is required.

Driving Question for the Course: How can we plan and deliver meaningful instruction designed to meet the needs of all learners?

Learning Outcome 1

    Learning Activities/Performance Tasks:
    1. Candidates will design lessons that meet the needs of a variety of students with various abilities, cultural backgrounds and genders.
    2. Candidates will describe a learning environment that incorporates the needs of regular students and those with special needs.
    3. Candidates will design lessons that meet the needs of a variety of students with various abilities, cultural backgrounds and genders.
    4. Candidates will acquire a knowledge base of techniques and intervention strategies effective with various populations of children with special learning needs.
    5. Candidates will describe a learning environment that incorporates the needs of regular students and those with special needs.
    6. Candidates will develop methods of individualizing instruction while implementing content standards.
    7. Candidates will investigate the importance of supplementing curriculum to meet the needs of a diverse classroom through accommodation and modification, as appropriate.
    8. Candidates will learn about typical assessment instruments for students with special needs.
    9. Candidates will learn the importance of reevaluating instructional practices to improve student learning.

10. Describe a variety of methods to use educational technology to enhance/support learning in the classroom.
11. Describe how the history of special education has been influenced by legislation and litigation.
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13. Become knowledgeable of the current issues in education

Week	Week at a Glance Essential Questions
1	How do educators ï ' ‡ ” •' ‡ … − ‹˜ ‡ • ƒ • † — establish meaningful learning communities for all learners?
2	How can Universal Design for Learning (UDL) practices be used to support all learners including those identified and protected through IDEA?
3	What are some considerations and implications for the Multitiered Systems of Support practices for the classroom?
4	How can educators create learning environments respectful of multilanguage development providing culturally responsive instruction?
5	What are coteaching models and how do educators use these models in planning for high-quality instruction?
6	How can relationships with families and other stakeholders be utilized to support learning for all?
7	How can educators utilize a variety of individualized plans including behavior and academics to provide appropriate accommodations and modifications to instruction, as needed?

Assignments and Grading

Structured External Assignment: Planning and Preparation

This course requires the completion of a structured external assignment. Students will write a research paper that demonstrates knowledge and understanding of how student learning is influenced by factors such as language, culture, gender, health, family and community. The paper should also describe, analyze and reflect on the different approaches to learning, increasing cultural diversity, strategies to support learning for students whose first language is not English and other areas of exceptionality. In addition, students should consider how to access resources/services to meet special learning needs as well as how to adapt instruction to successfully meet the needs of those students. The paper should be between 5-10 pages in length and use parenthetical citation (American Psychological Association formatting) to cite at least seven sources, primarily peer reviewed journals. More information, including a detailed rubric, about the SEA can be found in Canvas.

Candidates use
his/her

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

Essential Knowledge:

2(i) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

Standards:

CEC Initial Practice-Based Professional Preparation Standards for Special Educators (2020)

Standard #6: Using Responsive and Reciprocal Interactions, Interventions, and Instruction—Candidates plan and implement intentional, systematic, evidence-based responsive interactions, interventions, and instruction to support development and learning across all developmental and content domains in partnership with families and other professionals. Candidates facilitate equitable access and participation for all children and families within natural and inclusive environments through culturally responsive and affirming practices and relationships. Candidates use data-based decision making to plan for, adapt

utilizing the selected citation and writing style deemed appropriate for

Key Elements:
6.2: Candidates use a range of preventive and V S R Q V L Y H   S U D F W L F H V   G R F X P H Q W H G   D V   H I I H F W L Y H   W R   V X being.
6.3: Candidates systematically use data from a variety of sources to identify the purpose or function served by problem behavior to plan, implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments.

Data reporting methods **CEC Standard 6.3**	Candidate lists one or two appropriate methods to be used to collect data R Q W K H progress. V W X G	Candidate lists two or more appropriate methods to be used to collect data on the V W X G H Q W ¶ V S U explains why these methods are appropriate to the behaviors or why other methods are not appropriate.	Candidate outlines two or more appropriate methods used to collect data on the V W X G H Q W ¶ V E progress. Candidate explains how these methods are most appropriate for the behaviors and why other methods are not appropriate.	Candidate outlines two or more appropriate methods used to collect data on the V W X G H Q W ¶ V E progress. Candidate includes examples in the explanation of how these methods are most appropriate for the behaviors and why other methods are not appropriate.
	Standards: **CEC Initial Practice-Based Professional Preparation Standards for Special Educators (2020)** **Standard 6:** Supporting Social, Emotional, and Behavioral Growth **Key Element:** 6.3: Candidates systematically use data from a variety of sources to identify the purpose/function served by problem behavior to plan, implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments.			
Data collection and behavior reporting **CEC Standards 6.2, 6.3**	Candidate identifies how the data was collected.	Candidate describes how the data was collected and illustrates that data in graphic form.	Candidate outlines how the data was collected over time, explains the data as it aligns with specific student behaviors, and illustrates that data in addition to progress monitoring data in graphic form.	Candidate outlines how the data was collected over time, explains the data as it aligns with specific student behaviors, and illustrates that data in addition to progress monitoring data and progress points in graphic form.
	Standards: **CEC Initial Practice-Based Professional Preparation Standards for Special Educators (2020)** **Standard 6:** Supporting Social, Emotional, and Behavioral Growth **Key Elements:** 6.2: Candidates use a range of S U H Y H Q W L Y H D Q G U H V S R Q V L Y H S U D F W L F H V G R F X P H Q W H G D V H I I H F W being.			