# Template for Inclusive Practices in Teacher Education Coursework

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| Content Area | Language Arts (EDEL 442: Teaching and Learning Language Arts) |
| Program | MSCP |
| TPEs | 1. Lesson plan includes differentiated instruction (materials and/or proving behavior) for English Learners and at least one other identified subgroup at tiers 1 & 2 (TPE 1.4, 1.6, 3.5, 3.6, 4.4, 5.7, 5.8)
2. Lesson goals and instructional strategies are based on student learning needs (TPE 1.1, 3.2, 4.2)
3. Lesson plan incorporates appropriate and available technology (TPE 3.7, 3.8, 4.7, 4.8)
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| HLPs |  |
| Type of Practice | Online Activity and Discussion |

This practice is currently used in the Multiple Subject Credential Program. The assignment/activity requires Teacher Candidates (TCs)to watch a video, complete/post a reflection form and participate in online discourse.

1. **Description of Assignment/Activity**

The F.A.T. City Workshop

How Difficult Can This Be?

Teacher candidates (TCs) should review the “[How Difficult Can This Be- The F.A.T. City Workshop](https://youtu.be/Q3UNdbxk3xs)” video. They are required to download the F.A.T. City Study Guide to complete while viewing. The form is submitted to the Discussion Tab on BeachBoard. The responses serve as the foundation for interactive and reflective discussions. Although a small group of students may have participated in the activity at the beginning of their program, they express value in completing it again, after gaining fieldwork experience.
2. **Rubric for Assignment/activity or other measure of objective(s)

*F.A.T. City Study Guide***
	1. What does F.A.T. stand for?
	2. What does sarcasm do to a student?
	3. How does anxiety affect a student
	4. What does a student with learning disability do when he/she does not know the answer to a question?
	5. How much longer does it take a student with a learning disability to process a question?
	6. What 2 things does Mr. Lavoie teach to help Stephanie (the student with a learning disability) to answer a question so she does not have anxiety and can listen to his lectures better?
		1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
		2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	7. Why do students with LD not take risks to volunteer?
	8. What 4 things does a teacher do to a student who does not understand?
	9. What did the teacher do to help the students see the hidden picture?
	10. 95% of textbooks and 93% of teachers teach comprehension through what method?
	11. Comprehension has more to do with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ than vocabulary?
	12. What do kids need to help their comprehension?
	13. Students with LD have problems with their \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ process.
	14. What great gift can a teacher give a learning disabled student?
	15. What decoding process do LD students have?
	16. What does the auditory learner need from a teacher?
	17. How do students best learn as in the example of honesty?
	18. Fairness does not mean everyone gets the same, it means everyone gets \_\_\_\_\_\_\_\_\_\_\_\_.
	19. What part of the video impacted you the most and why?
	20. How does this video impact your ideas/thoughts about students with disabilities? What changes will you make in your actions and thoughts?

The responses serve as the foundation for interactive and reflective discussions.

**Materials used to prepare students for the assignment /activity**

TCs read the chapters on exceptionalities from *Teaching and Learning Language Arts from a Diverse Perspective: An Anthology by* Stacy A. Griffin, Ed.D.

TCs read the following documents, “Special Education Definitions” and “What is Special Education?” as well as watch “[It's our Story](https://youtu.be/fWDaRN490BI)” video.