Assignments:

1. Student Differences Book Lesson- Books can be a great way to address and teach about diversity and complex topics in the classroom and serve as a starting point for great discussion and learning. Children’s literature is often a great way to help students understand or connect to a topic.

Choose a book that represents student differences / diversity (consider some of the things outlined in the chapter). Consider how the book could be used in the classroom for a lesson. What discussion questions or activity would be used along with it? When thinking of discussion topics or activities be mindful of making them inclusive. How can student voices or experiences be included in the lesson?

Your assignment will need to include:

* The teaching point of your lesson: identify what student differences or diversity are you addressing as the goal of the lesson.
* The grade level the lesson is intended for.
* What do you want students to take away from the lesson?
* The name and author of the book being used, as well as a summary.
* If the illustrations are important to the lesson, be sure to include details explaining how they support the teaching point(s) of the lesson.
* Discussion questions or activities should be included.

**2. Writing Lesson Plans for Diverse Learners**

This assignment will give you an opportunity to practice writing a lesson plan, making sure to include students who have multiple learning styles. You will create a lesson plan that focuses on one multiple intelligence, and then add suggestions to meet the needs of two other multiple intellegences of your choice.

Select an age and multiple intelligence of your choice, and fill in the information below.  The attached Word document may be useful.

Your lesson should have the following elements:

* Activity Name:
* Age:
* Multiple Intelligence:
* Objective *(what you want students to accomplish)*: *Students will….*
* Materials:
* Procedures: *(This should be numbered in steps.  Your procedures should be specific enough for a substitute to come into the classroom and successfully teach the lesson.)*
* Questions: *(List at least one divergent question, and one convergent question.)*
* Adaptation 1 (3-5 sentences):
* Adaptation 2 (3-5 sentences):
* Reflection: *(How will you know students learned the objective?)*
* Resources: *(Remember to cite your sources if you’ve found this lesson online or in a book.)*
	1. Interview a Principal: Interview an elementary, middle, or high school principal (the age of students you plan to work). You may interview the principal of the school where you are doing your field work, the principal of another school, or a retired principal. Be sure to provide a copy of these questions in advance of the interview and ask what method of interview would best fit their schedule (face to face, email, print copy, video call, etc).  If you are not conducting the interview “in person”, be sure to include a due date when you need their answers returned to you that will give you enough time to complete this assignment by your due date.

In the assignment, be sure to include the principal's name, name of school, time and date of the interview (if conducted face to face or by phone), and method of interview (face to face, phone, email, print copy). Include the questions along with the Principal's answers in your submission:

These are the questions you must use in your interview:

1. How many years have you been a principal?
2. Were you a classroom teacher prior to becoming a principal? (if yes, how many years and what grades?)
3. What challenges does your school population face with regard to the integration of children with exceptionalities?
4. Do you typically attend IEP (Individualized Education Plan) meetings?
5. Does the regular education teacher typically attend IEP meetings?
6. What support is provided for ELL students (English Language Learner) in the school?
7. What support is provided for students with challenging behavior and/or social/emotional issues?
8. What services are available to children from substance-abusing families?
9. Who is required to report abuse and neglect?
10. When and to whom should a teacher report child abuse or neglect?
11. What information must be included in the report?
12. Is the teacher required to give his/her name when reporting?