

PTED 7281-02**INDEPENDENT PROJECT:****LF08 DIFFERENTIATION STRATEGIES FOR EFFECTIVE CLASSROOM PRACTICE**

Semester Hours: 3

Term: Summer 2008

Course:

Meeting Times: June 2-6, 2008

Place: Ed Center – Room

Section: 02

Instructor: C. Dianne Carroll, Ed.D., ABD

Office location: Ed Annex 106

Office Hours: LF08 week, 2 hour time period immediately following class, and by appt.

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COURSE DESCRIPTION

Prerequisite: Bachelor's Degree and Academic Advisor's Approval

An overview of differentiating instruction including how differentiation in the classroom is defined, exploring effective strategies, planning for and implementing a differentiated classroom and management from beginning to expansion and maintenance. RTI (Response To Intervention) and its linkage to differentiation of instruction will be examined as well as the use of the internet and appropriate educational software applications.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme "Developing Educators for School Improvement," the College assumes responsibility for preparing educators who can possibly influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (*decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive and reflective*) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NTPTS), and standards (American Council of Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning,

implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:

1. define inclusion and demonstrate an understanding of the importance of various types of effective educational programs for students with diverse abilities and from diverse backgrounds for differentiation of instruction implementation (Bowe, 2005; Cooper & Tomlinson, 2006; Downing, 2002; Haager & Klingner, 2005; Hunt & Marshall, 2006; Kennedy & Horn, 2004; Lewis & Doorlag, 2006; Mastropieri & Scruggs, 2007; Tomlinson, 2001; Wright & Wright, 2007).
(Decision Makers, Knowledgeable, Collaborative, Empathetic; CEC* & INTASC** 3, 4, 10);
2. use and interpret available assessments (e.g., curriculum-based, authentic, wide-scale assessments, criterion-referenced assessments.) for determining students' academic, behavioral, and functional needs to make continuous instructional decisions for planning differentiation strategies (Bowe, 2005; Cooper & Tomlinson, 2006; Downing, 2002; Haager & Klingner, 2005; Mastropieri & Scruggs, 2007; Tomlinson, 2001)
(Decision Makers, Knowledgeable; CEC & INTASC 7, 8);
3. recognize resources (school, community, internet, software, etc.) available for providing services within an inclusive classroom (Downing, 2002; Haager & Klingner, 2005; Turnbull, Turnbull, Erwin, & Soodak, 2006; Winzer & Mazurek, 1998)
(Adaptive, Knowledgeable; CEC & INTASC 9); and
4. answer questions and apply information related to best practices and/or demonstrate appropriate strategies for teaching students with disabilities and their nondisabled peers across grade levels, including assessment, differentiation of instruction, research-based instructional strategies, age appropriate instructional materials, instructional and assistive technology, co-teaching, collaboration, and classroom management (Bowe, 2005; Boyle & Danforth, 2001; Choate, 2004; Cooper & Tomlinson, 2006; Downing, 2002; Gartner & Lipsky, 2002; Haager & Klingner, 2005; Halmhuber & Beauvais, 2002; Kennedy & Horn, 2004; Lewis & Doorlag, 2006; Mastropieri & Scruggs, 2007; Tomlinson, 2001; Villa & Thousand, 2000; Weishaar & Scott, 2006)
(Adaptive, Collaborative, Knowledgeable, Proactive; Reflective, Empathetic; CEC & INTASC 1, 4, 5, 7-10).

TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

Required Texts:

Tomlinson, C. A. (1999). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development.

References:

- Bowe, F. (2005). *Making inclusion work*. Upper Saddle River, NJ: Pearson/Prentice Hall.
- Choate, J. S. (2004). *Successful inclusive teaching: Proven ways to detect and correct special needs* (4th ed). Boston: Pearson/Allyn & Bacon.
- Cooper, J. S., & Tomlinson, C.A. (2006). *An educator's guide to differentiating instruction*. Boston: Houghton Mifflin.
- Gartner, A., & Lipsky, D. K. (2002). *Inclusion: A service, not a place – A whole school approach*. Port Chester, NY: National Professional Resources.
- Haager, D., & Klingner, J. (2005). *Differentiating instruction in inclusive classrooms*. Boston: Pearson/Allyn & Bacon.
- Halmhuber, N., & Beauvais, K. (2002). *Case studies about children and adolescents with special needs*. Boston: Pearson/Allyn & Bacon.
- Heflin, L. J., & Alaimo, D. F. (2006). *Students with autism spectrum disorders: Effective instructional practices*. Upper Saddle River, NJ: Prentice Hall.
- Henley, M., Ramsey, R. S., & Algozzine, R. F. (2006). *Characteristics of and strategies for teaching students with mild disabilities* (5th ed.). New York: Allyn & Bacon.
- Lewis, R. B., & Doorlag, D. H. (2006). *Teaching special students in general education classrooms* (7th ed.). Upper Saddle River, NJ: Pearson/Prentice Hall.
- Mastropieri, M. A., & Scruggs, T. E. (2007). *The inclusive classroom: Strategies for effective instruction* (3rd ed.). Upper Saddle River, NJ: Pearson/Prentice Hall.
- Tomlinson, C. (2001). *How to differentiate instruction in mixed-ability classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Turnbull, A., Turnbull, H. R., Erwin, E., & Soodak, L. (2006). *Families, professionals, and exceptionalities: Positive outcomes through partnership and trust* (5th ed.). Upper Saddle River, NJ: Pearson/Prentice Hall.
- Villa, R. A., & Thousand, J. S. (2000). *Restructuring for caring and effective education: Piecing the puzzle together* (2nd ed.). Baltimore: Brookes.
- Weishaar, M. K., & Scott, V. G. (2006). *Practical cases in special education for all educators*. Boston: Houghton Mifflin.
- Winzer, M., & Mazurek, K. (1998). *Special education in multicultural contexts*. Columbus, OH: Pearson/Prentice Hall.
- Yell, M. L. (2006). *The law and special education* (2nd ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

ACTIVITIES AND ASSESSMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework

This class will serve as an introduction to differentiation of instruction, Response to Intervention and the use of technology to meet the needs of a diverse population. Accordingly, the major Conceptual Framework descriptor incorporated into class is *Knowledgeable*; this descriptor is reflected in **all of the class assignments and activities**. In addition, other descriptors are tapped by specific assignments and activities, as follows: *Decision Makers* (students participate in activities related

to processes used in the inclusive classroom to make decisions related to differentiation (for example, in the **Group Project**) and respond to questions reflecting these topics in **Exams** and **Quizzes**); *Adaptive* (students participate in activities related to planning/evaluation of adaptations and accommodations based on a diverse population in the **Group Project**.); *Collaborative* (students are required to work collaboratively and to evaluate their success in the **Group Project**, and respond to questions related to collaboration between personnel and between school and community in class **Participation**); *Culturally Sensitive* (students respond to questions pertaining to cultural diversity as in the **Group Project**); *Empathetic* (students participate in activities designed to enhance their empathy with family members, and service providers in the **Group Project**); *Proactive* (through **Reading and Participation** students will become aware of the need to use proactive strategies. The **discussion** and the **Readings and Participation** components will also reflect various Conceptual Framework descriptors, depending on the specific topic(s) under consideration.

P.LEASE NOTE: ALL ASSIGNMENTS MUST BE SUBMITTED ON TIME TO RECEIVE CREDIT FOR THIS COURSE.

Activities and Assessments

1. **Readings and Participation:** Students must do all assigned readings and participate in all class activities. Participation requires attendance, discussion, and professional behavior towards others. ***The class activities cannot be made up.***
(Objectives 1-6; attendance records and instructor observation)
2. **Group Project:** Each student will be involved in creating a unit of instruction for a three-tiered classroom of students (differentiation unit for an inclusive classroom). Collaboration is an essential part of the inclusive classroom; therefore, group involvement is a requirement. This project will be discussed in detail when assigned. Grading is determined by individual and group contribution. The intention is to provide hands-on experience related to (but not limited to) creating a unit using differentiation of instruction for the inclusive classroom.
(Objectives 1-6, depending on individual topic; paper, class presentation, peer/self evaluation)

Evaluation Procedures

Assignments will be graded by the course instructor based on the information provided in this syllabus and in additional handout material and/or discussion. Points assigned to assignments are as follow:

1. **Readings and Participation:** A total of 100 points (Each class session will give the student 20 points per day. It is imperative that the student attends class daily to prepare for completing the group unit project).
2. **Group Project:** A total of 100 points (100 points for individual portion and 100 points for group portion. Each group member will submit an individual group for both themselves and each member of their group. The grades to be used will be provided by the instructor with the group member assigning one of the grades for each group member. A grade can only be used once. The two scores will be averaged for a final grade based on a 100 point scale.)

Grading Policy. The above assignments will be averaged for a final grade:

A	89.5-100
B	79.5-89.4
C	69.5-79.4
D	59.5-69.4
F	below 59.4

ALWAYS CHECK WEBCT VISTA BEFORE EACH CLASS TO MAKE SURE YOU HAVE READ THE REQUIRED ASSIGNMENTS AND/OR PRINTED OFF MATERIALS WE WILL BE USING DURING CLASS.

P.LEASE NOTE: ALL ASSIGNMENTS MUST BE SUBMITTED ON TIME TO RECEIVE CREDIT FOR THIS COURSE.

WORK COMPLETED FOR ANOTHER CLASS IS NOT ACCEPTED FOR THIS COURSE.

CLASS POLICIES

1. Work done outside of class meetings must be reasonably correct (not detract from content) in mechanics (e.g., spelling, grammar, punctuation). Points will be subtracted for inadequate work. Assignments should be keyboarded (possibly not on some forms). All work (done both inside and outside of class meetings) must be reasonably legible; light handwriting (e.g., use of light pencil) or writing over erasures is not acceptable.
2. University policy requires that all students have regular access to a computer with at least a certain capability level. All students are required to make use of technological advances in coursework. Students will be required to make use of computer resources in this class, including communication (e.g., class announcements) and accessing materials needed for class via the Internet and the UWG portal/pipeline. In addition, students should realize that formal communications from UWG will be sent through WebCT Vista or campus e-mail (myUWG); both e-mails need to be checked regularly.
4. Unless other arrangements are made, work not distributed in classes (due to student absence or lateness) will be available from the course instructors during office hours. Materials not picked up will be kept through the next term, although they may be kept in another location.
5. Disability policy: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility or other appropriate modification, etc. For more information, please contact Disability Services at the University of West Georgia: <http://www.westga.edu/~dserve/>. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged.

CLASS OUTLINE

<u>Week</u>	<u>CLASS CONTENT</u>	<u>Readings and Assignments</u>
June 2	<p>Syllabus Discussion/Class Overview/Meet and Greet/Form Groups</p> <p><i>What is a Differentiated Classroom?</i></p> <p><i>Elements of Differentiation</i></p> <p><i>Rethinking How We Do School</i></p>	<ul style="list-style-type: none"> • Chapter 1 • Chapter 2 • Chapter 3
June 3	<p><i>Learning Environments That Support Differentiated Instruction</i></p> <p><i>Good Instruction as a Basis for Differentiated Teaching and RTI (Response To Intervention)</i></p> <p><i>Teachers at Work Building Differentiated Classrooms</i></p> <p><i>How do Teachers Make it All work?</i></p>	<ul style="list-style-type: none"> • Chapter 4 • Chapter 5 • Chapter 6 • Chapter 9
June 4	<p><i>Instructional Strategies That Support Differentiation</i></p> <p><i>More Instructional Strategies to Support Differentiation</i></p> <p>Technology for Differentiation http://www.lmsd.org/staff/techmentor/podcast/DI_Tech_Handout.pdf</p> <p>http://school.nettrekker.com/frontdoor/tutorial for this follows: http://www.westga.edu/~dowens/nettrekker</p> <p>Assessment: http://members.shaw.ca/priscillatheroux/assessing.html</p>	<ul style="list-style-type: none"> • Chapter 7 • Chapter 8
June 5	<p><i>When Educational Leaders Seek Differentiated Classrooms</i></p> <p><i>A final Thought</i></p>	<ul style="list-style-type: none"> • Chapter 10

	<i>(Remainder of Class will allow groups to finalize group project presentation)</i>	
June 6	<p>Group Unit Presentations/Submissions</p> <p>Each member of your group will receive an email with a list of grades. Please <u>reply to me</u> with a grade for each member including yourself. Each grade can only be used once so please be objective when submitting your grades.</p>	

ACADEMIC HONESTY

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghost-written papers. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in *The Student Handbook*, *Undergraduate Catalog*, and *Graduate Catalog*.

Students are expected to comply with the Honor Code for UWG and should have signed the Pledge related to Academic Honor.