

## **COURSE APPROVAL DOCUMENT**

Southeast Missouri State University

Department: Elementary, Early, and Special Education

Course No.: EL410

Title of Course: Differentiated Instruction

Date: College Council Approval Dec. 9, 2014

Please check: X New

I. Catalog Description (3 Credit Hours): This course provides teacher candidates with skills to increase students' success in the classroom that meets diverse and individual needs.

II. Prerequisites: EL 316 Emergent and Early Literacy, EL 317 Intermediate Middle School Literacy, EL 360 Integrated Math, Science, Social Studies and Health Methods OR CE 364 Methods of Teaching Math, Science and Social Studies in Early Childhood and Elementary Education, EX390 Psychology of the Exceptional Child

Co-requisites: EL 430 Advanced Field Experience and EL 354 Meeting the Needs of Struggling Readers

III. Purposes or Objectives of the Course:

Teacher candidates will:

- 1) Plan and implement lessons and an array of learning activities, integrating technology, to address students' prior experiences, multiple intelligences, readiness levels, and English Language Learners, in order to positively impact learning.
- 2) Apply culturally sensitive instruction to address the needs of students from diverse socio-economic, cultural, linguistic backgrounds, and abilities.
- 3) Select appropriate, evidence based instructional strategies for addressing individual student needs in meeting curriculum objectives.
- 4) Apply skills in differentiated instruction for curriculum content, instructional processes, and student product for short- and long-term instructional goal planning.
- 5) Demonstrate a thorough understanding of multiple approaches and ways that students can be grouped for instruction in order to meet a variety of learning goals.
- 6) Use the analysis of data from pre- and post-assessments to plan instruction for various groupings.
- 7) Use observation and assessments of student learning and teaching practices to refine instructional processes in order to promote the growth and learning of individual students.
- 8) Apply school-based intervention systems, such as "Response to Intervention", that are designed to address the individual needs of students to identify and provide instructional support.

- 9) Apply evidence-based second language acquisition strategies with English Language Learners.
- 10) Use co-teaching strategies in planning and implementing differentiated lessons.

IV. Student Learning Outcomes (Minimum of 3):

Plan differentiated lessons (Objective 2)	Measurement: MoPTA Task 4 Textboxes relating to Focus Students
Apply the concept of differentiated instruction including content, process, and product (Objective 4)	Measurement: DI Unit plan rubric
Apply school-based intervention systems, such as “Response to Intervention” (Objective 8)	Measurement: Tier 1 Progress Monitoring assignment / rubric

V. Optional departmental/college requirements: Optional departmental/college requirements: Alignment with MoSPE Quality indicators and ACEI standards

Course Objective	MoSPE QI's	ACEI
Plan and implement lessons and an array of learning activities, integrating technology, to address students' prior experiences, multiple intelligences, readiness levels, and English Language Learners, in order to positively impact learning.	2C3 2C4 2C5 3C3	1.0, 3.1, 3.2
Apply culturally sensitive instruction to address the needs of students from diverse socio-economic, cultural, linguistic backgrounds, and abilities.	2C1 2C4 2C5 3C3	1.0, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.0
Select appropriate, evidence based instructional strategies for addressing individual student needs in meeting curriculum objectives.	2C3 2C5 3C3	1.0, 3.1, 3.2, 3.4
Apply skills in differentiated instruction for curriculum content, instructional processes, and student product for short- and long-term instructional goal planning.	2C5 5C1	1.0, 3.1, 3.2
Demonstrate a thorough understanding of multiple approaches and ways that students can be grouped for instruction in order to meet a variety of learning goals.	2C5 4C3	1.0, 3.1, 3.2
Use the analysis of data from pre- and post-assessment to plan instruction for various groupings.	7C2	4.0
Use observation and assessments of student learning and teaching practices to refine instructional processes	8C1	5.0

in order to promote the growth and learning of individual students.		
Apply school-based intervention systems, such as “Response to Intervention”, that are designed to address the individual needs of students to identify and provide instructional support.	5C1 5C2 5C3	3.2
Apply evidence-based second language acquisition strategies with English Language Learners.	2C4 6C2	1.0, 3.1, 3.2
Use co-teaching strategies in planning and implementing differentiated lessons.	9C3	5.0

VI. Course content or Outline:

Topic	Clock hours
Course design and content	1
Reflective practices	2
Diversity: backgrounds, socio-economic status, culture, linguistics, and abilities	6
Activities/strategies: ELL, background knowledge, multiple intelligences, readiness, technology, and learning preferences	22
Content, process, and product differentiation for instructional planning	4
Co teaching model	2
Assessment and instructional grouping	5
School based intervention system RTI	3
Total	45

Please Attach copy of class syllabus and schedule as an example

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Chair

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Dean

*Approved by Academic Council, April 1, 2014 Revision: April 1, 2014*

## **COURSE SYLLABUS**

### **Southeast Missouri State University**

#### **Department: Elementary, Early, and Special Education**

Course No: EL410  
Title of Course: Differentiated Instruction  
Date: College Council Approval Dec. 9, 2014  
Please check: X New  
Semester:  
Class Meeting time and location:  
Instructor name and Contact Information:  
Office Hours:

**Catalog Description (3 Credit Hours):** This course provides teacher candidates with skills to increase students' success in the classroom with instruction that meets diverse and individual needs.

Prerequisites: EL 316 Emergent and Early Literacy, EL 317 Intermediate Middle School Literacy, EL 360 Integrated Math, Science, Social Studies and Health Methods OR CE 364 Methods of Teaching Math, Science and Social Studies in Early Childhood and Elementary Education, EX390 Psychology of the Exceptional Child

Co-requisites: EL 430 Advanced Field Experience and EL 354 Meeting the Needs of Struggling Readers

#### **Purposes or Objectives of the Course:**

Teacher candidates will:

1. Plan and implement lessons and an array of learning activities, integrating technology, to address students' prior experiences, multiple intelligences, readiness levels, and English Language Learners, in order to positively impact learning.
2. Apply culturally sensitive instruction to address the needs of students from diverse socio-economic, cultural, linguistic backgrounds, and abilities.
3. Select appropriate, evidence based instructional strategies for addressing individual student needs in meeting curriculum objectives.
4. Apply skills in differentiated instruction for curriculum content, instructional processes, and student product for short- and long-term instructional goal planning.
5. Demonstrate a thorough understanding of multiple approaches and ways that students can be grouped for instruction in order to meet a variety of learning goals.
6. Use the analysis of data from pre- and post-assessments to plan instruction for various groupings.

7. Use observation and assessments of student learning and teaching practices to refine instructional processes in order to promote the growth and learning of individual students.
8. Apply school-based intervention systems, such as “Response to Intervention”, that are designed to address the individual needs of students to identify and provide instructional support.
9. Apply evidence-based second language acquisition strategies with English Language Learners.
10. Use co-teaching strategies in planning and implementing differentiated lessons.

**Student Learning Outcomes (Minimum of 3):**

Plan differentiated lessons (Objective 2)	Measurement: DI Unit plan rubric Reflective journaling MoPTA Task 4 Textboxes relating to Focus Students
Apply the concept of differentiated instruction including content, process, and product (Objective 4)	Measurement: DI Unit plan rubric
Apply school-based intervention systems, such as “Response to Intervention” (Objective 8)	Measurement: Tier 1 Progress Monitoring assignment / rubric

Accessibility statement: Southeast Missouri State University and Disability Support Services remain committed to making every reasonable educational accommodation for students with disabilities. Many services and accommodations which aid a student’s educational experience are available for students with various types of disabilities. It is the student’s responsibility to contact Disability Support Services to become registered as a student with a disability in order to have accommodations implemented.

Civility statement: Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as to respect private and public property. In their academic activities, students are expected to maintain high standards of honesty and integrity and abide by the University’s Policy on Academic Honesty. Alleged violations of the Code of Student Conduct are adjudicated in accordance with the established procedures of the judicial system.

Academic honesty statement: Academic honesty is one of the most important qualities influencing the character and vitality of an educational institution. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be

accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty. Students are responsible for upholding the principles of academic honesty in accordance with the "University Statement of Student Rights" found in the STUDENT HANDBOOK. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes:

**Plagiarism.** In speaking or writing, plagiarism is the act of passing someone else's work off as one's own. In addition, plagiarism is defined as using the essential style and manner of expression of a source as if it were one's own. If there is any doubt, the student should consult his/her instructor or any manual of term paper or report writing. Violations of academic honesty include:

1. Presenting the exact words of a source without quotation marks;
2. Using another student's computer source code or algorithm or copying a laboratory report; or
3. Presenting information, judgments, ideas, or facts summarized from a source without giving credit.

**Cheating.** Cheating includes using or relying on the work of someone else in an inappropriate manner.

It includes, but is not limited to, those activities where a student:

1. Obtains or attempts to obtain unauthorized knowledge of an examination's contents prior to the time of that examination.
2. Copies another student's work or intentionally allows others to copy assignments, examinations, source codes or designs;
3. Works in a group when she/he has been told to work individually;
4. Uses unauthorized reference material during an examination; or
5. Have someone else take an examination or takes the examination for another

Grading scale and policies: Students must obtain a C or better in this course.

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

Students must obtain a C or better in this course.

Potential Texts:

**Integrating Differentiated Instruction and Understanding by Design : Connecting Content and Kids**, 1/e Tomlinson, McTighe & ASCD

©2014 | Pearson | Paper; 208 pp (need review copy to determine suitability)

**Assessment and Student Success in a Differentiated Classroom**

Tomlinson, C. A. & Moon, T. R. (2014)

**Handbook of Differentiated Instruction Using the Multiple Intelligences: Lesson Plans and More**, 1/e Campbell ©2008 | Pearson | Paper; 168 pp

Class content—outline or schedule

Week	Topic	Readings	Assignments
1	Course design and content	IRIS Video Vignette: <a href="#">Getting Started on Differentiated Instruction</a> Carol Tomlinson offers some tips on how to begin differentiated instruction. (Time: 4:56)	Quiz
2	Reflective practices	IRIS Video Vignette: <a href="#">New Teacher Survival Guide: Differentiating Instruction</a>  <b>IRIS Video Vignette: <a href="#">Professional Development for ELL Teachers Changes Teaching and Learning for All</a></b>	Video reflections Quiz Field Reflections
3	Diversity	IRIS discussion activity: <a href="#">Cultural Perceptions (PDF 113k)</a> Culturally Responsive Differentiated Instructional Strategies. Metropolitan Center for Urban Education (2008). <a href="http://steinhardt.nyu.edu/scmsAdmin/uploads/005/120/Culturally%20Responsive%20Differentiated%20Instruction.pdf">http://steinhardt.nyu.edu/scmsAdmin/uploads/005/120/Culturally%20Responsive%20Differentiated%20Instruction.pdf</a>	Article review; discussion activity; IRIS Activity
4	Diversity	<b>IRIS Module: <a href="#">Classroom Diversity: An Introduction to Student Differences</a></b>	Article review; discussion activity; IRIS Module
5	Activities/strategies: ELL	<b>IRIS Module: <a href="#">Teaching English Language Learners: Effective Instructional Practices</a></b>	DI unit plan project IRIS Modules
6	Activities/strategies: ELL	<b>IRIS Module: <a href="#">Teaching English Language Learners: Effective Instructional Practices</a></b>  <b><a href="#">Cultural and Linguistic Differences: What Teachers Should Know</a></b>	DI unit plan project IRIS Modules

7	Act/strategies: MI & learning preferences	<a href="http://www.multipleintelligencetheory.co.uk/">http://www.multipleintelligencetheory.co.uk/</a> <a href="http://howardgardner.com/multiple-intelligences/">http://howardgardner.com/multiple-intelligences/</a>	Quiz
8	Student learning and the environment	Kagan Strategies	Strategy notebook
9	Student learning and the environment	<b><u>IRIS MODULE: Differentiated Instruction: Maximizing the Learning of All Students</u></b> Dunn, A., & Perez, L. (2012). Universal Design for Learning (UDL) in Action: The Smart Inclusion Toolkit. <i>TEACHING Exceptional Children</i> , 45(2), 41. <b><u>IRIS MODULE: Universal Design for Learning: Creating a Learning Environment that Challenges and Engages All Students</u></b>	IRIS Activity Quiz Article review
10	Student learning and the environment	<b><u>IRIS MODULE: Differentiated Instruction: Maximizing the Learning of All Students</u></b> <b><u>IRIS MODULE: Universal Design for Learning: Creating a Learning Environment that Challenges and Engages All Students</u></b>	IRIS Activity
11	Co teaching model	Coteaching materials from St. Cloud	DI unit
12	Assessment and instructional grouping	Conderman, G., & Hedin, L. (2012). Purposeful Assessment Practices for Co Teachers. <i>TEACHING Exceptional Children</i> , 44(1), 18-27. Marzano, R. (2011). Classroom Instruction that Works. Cooperative Learning ch. 7. P. 84-91. Association for Supervision and Curriculum Development, Alexandria, VA.	Article review Quiz
13	School based system RTI	Iris Module: RTI part 1	IRIS Activity
14	School based system RTI	Iris Module: RTI part 1	IRIS Activity



15	Technology	Grillo, K., Leininger, M. L., & Whitby, P. J. S. (2012). Tips for Using Interactive Whiteboards to Increase Participation of Students With Disabilities. <i>TEACHING Exceptional Children</i> , 44(6), 50-57. Smith, G. & Throne, S. (2007). Differentiating instruction with technology in K-5 classrooms. Retrieved from <a href="http://www.iste.org/docs/excerpts/DIFFK5-excerpt.pdf">http://www.iste.org/docs/excerpts/DIFFK5-excerpt.pdf</a>	Article Reviews
16	Final exam		

### *Potential Readings and Resources*

Campbell, Handbook of Differentiated Instruction Using the Multiple Intelligences: Lesson Plans and More, 1/e Pearson

Conderman, G., & Hedin, L. (2012). Purposeful Assessment Practices for Co-Teachers. *TEACHING Exceptional Children*, 44(1), 18-27.

Dunn, A., & Perez, L. (2012). Universal Design for Learning (UDL) in Action: The Smart Inclusion Toolkit. *TEACHING Exceptional Children*, 45(2), 41.

Grillo, K., Leininger, M. L., & Whitby, P. J. S. (2012). Tips for Using Interactive Whiteboards to Increase Participation of Students With Disabilities. *TEACHING Exceptional Children*, 44(6), 50-57.

Marzano, R. (2011). Classroom Instruction that Works. Cooperative Learning ch. 7. P. 84-91. Association for Supervision and Curriculum Development, Alexandria, VA.

Marzano, R. (2012). *Becoming a Reflective Teacher*. Bloomington, IN: Marzano Research Laboratory.

Rivera, C. J. (2013). Multimedia Shared Stories: Teaching Literacy Skills to Diverse Learners. *TEACHING Exceptional Children*, 45(6), 38-45.

Smith, G. & Throne, S. (2007). Differentiating instruction with technology in K-5 classrooms.

Tomlinson, McTighe, & ASCD (2014). Integrating Differentiated Instruction and Understanding by Design : Connecting Content and Kids, 1/e Pearson

Tomlinson, & Moon (2014) Assessment and Student Success in a Differentiated Classroom

*IRIS Modules. Vanderbilt University. www.iriscenter.com*