

**Mary Baldwin College**  
**Fall 2012**

**ED 315: Differentiated Strategies in Instruction and Assessment for Special Education**  
**4 credits**

***Class Meetings:***

Classes meet from 6:00 pm – 9:00 pm, at Mary Carr Greer Elementary School, on the following Tuesdays: September 18; October 2, 16, 30; November 6, 20.

***Instructor Information:***

Laurie Roemer

Special Education Teacher, Albemarle County Public Schools

Email: [lroemer@k12albemarle.org](mailto:lroemer@k12albemarle.org)

Home Phone: (434) 973-7218

Daytime Phone: (434) 973-8371

Please get in touch if you have any questions or concerns. I will return emails as soon as my teaching schedule allows, definitely within 24 hours.

***Course Description:***

Differentiated Strategies in Instruction and Assessment for Special Education will equip prospective teachers with the knowledge and tools required to meet the varied needs of the diverse population of learners represented in today's classrooms. This course will demonstrate how student characteristics such as readiness, learning-profile, and interest are the basis for what is taught, how it is taught, and the product by which students demonstrate their abilities. Prospective teachers will develop knowledge of service delivery models and learn how to create and apply curriculum and instruction for students with disabilities. Prospective teachers will learn a variety of strategies for successfully integrating students with disabilities with their non-disabled peers including the use of technology to enhance student learning. Procedures for and factors that may influence screening, pre-referral, referral, assessment, and eligibility determination, will be included. Prospective teachers will use assessment results and eligibility findings to guide their development of an IEP (individual education plan) with appropriate measurable goals and assessment methods. This course requires a 30 hour practicum.

***Course Goals and Objectives:*** By the end of this course, students will be able to:

- Support the need for differentiation with data and convince colleagues of the importance of differentiation.
- Identify characteristics of students that may indicate the need for curriculum or instructional modifications.
- Design strategies to meet the needs of students with varying behavioral or academic challenges in ways that promote student success.
- Locate, select, and/or create appropriate materials to implement planned strategies.
- Integrate technological tools to enhance the learning of students.
- Identify, plan for, and implement appropriate assessments; interpret results and apply them when planning instruction and curriculum modifications.
- Understand, create, and implement individual education plans.
- Develop organizational structures and routines to support students in their learning, create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

- Engage in instructional planning that is founded on subject matter knowledge, knowledge of the student and his/her strengths and weaknesses, and state or local curriculum requirements.

### ***Recommended Resources:***

Information presented in class will come from a variety of sources including online articles and class handouts. The main course text is **How to Differentiate Instruction in Mixed Ability Classrooms**. (2nd Edition) [Paperback] 2004. Carol Ann Tomlinson. ISBN: 978-0-87120-512-4. \$20.95.

Additionally, I have the following books for your perusal; you may wish to purchase additional books specific to your needs and interests.

- **Differentiation and the Brain**. [Paperback] 2011. David Sousa, Carol Tomlinson. ISBN: 978-1-935249-59-7
- **Leading and Managing A Differentiated Classroom**. [Paperback 2009]. Carol Ann Tomlinson, Marcia Imbeau. ISBN: 978-1-4166-1074-8.
- **Applying Differentiation Strategies: Teacher's Handbook for Grades 3-5**. [Ring-bound] 2009. Wendy Conklin. ISBN: 978-1-4258-0639-2. \$79.99
- **The Differentiated School: Making Revolutionary Changes in Teaching and Learning**. [Paperback] 2008. Carol Ann Tomlinson, Kay Brimijoin, Lane Narvaez. ISBN: 078-1-4166-0678-9. \$29.95.
- **Differentiation in Practice: A Resource Guide for Differentiating Curriculum, Grades K-5**. [Paperback] 2003. Carol Ann Tomlinson, Caroline Cunningham Eidson. ISBN: 978-0-87120-760-9. \$25.95.
- **An Educator's Guide to Differentiating Instruction**. [Paperback] 2005 Carol Ann Tomlinson, James M. Cooper. ISBN: 0-618-57283-X. \$18.95.
- **So Each May Learn: Integrating Learning styles and Multiple Intelligences** [Paperback] 2000. Harvey Silver, Richard Strong, Matthew Perini. ISBN: 0-87120-387-1. \$21.95.
- **From Disability to Possibility: The Power of Inclusive Classrooms**. [Paperback] 2006. Patrick Schwartz. ISBN: 0-325-00993-7. \$18.95.
- **Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching**. [Paperback] 2003. Carol Ann Tomlinson. ISBN: 0-87120-812-1. \$25.95.

### ***Course Requirements and Point Value:***

- Respond to assigned readings in response journal or on blackboard (15 points)
- Create lesson plan(s) that demonstrate knowledge of state standards and provide strategies for differentiation. (15 points)
- Create assessment(s) utilizing strategies for differentiation. (15 points)
- Develop an appropriate IEP based on eligibility summary and reports. (15 points)
- Record practicum activities and reflections in a Practicum Journal. (15 points)
- Complete final project after obtaining instructor's approval. (25 points)

### ***Practicum:***

Differentiating Strategies in Instruction and Assessment for Special Education requires a 30-hour practicum in a public school setting. You may opt for placement in an elementary, middle school, or high school, depending on your ultimate goal for obtaining a teaching position. Be sure to complete a practicum request form and submit it to the appropriate person at the college by the end of the first in person meeting of the class. (Practicum request form to be attached to this syllabus). Please notify Ms. Roemer if you need assistance in selecting a site. Specific practicum requirements will be given

in class.

**Grading:**

As a prospective teacher and role model, make sure your work is neat and professional. Proofread your work prior to submitting it to catch spelling, mechanical, and grammatical errors. Your final grade is based on the total points you earned on the course requirements and determined based on the following scale: 100-90 = A; 90-80 = B; 80-70 = C; 70-60 = D; below 60 = F. For scores falling between two grades (90, 80, 70, etc), the letter grade will be determined based on attendance, participation, and overall contribution. Plus or minus grades will be used at the instructor's discretion.

**Attendance:**

Attendance at all class meetings is expected. If you must be absent due to illness or family emergency, please contact Ms. Roemer prior to class. Excessive absences will affect your final grade.

**Mary Baldwin Honor Code:**

*Believing in the principles of the Student Government, I pledge myself to uphold the ideals and regulations of the Mary Baldwin College community. I recognize the principles of honor and cooperation as the basis of our life together. I shall endeavor faithfully to live my life accordingly. I will not lie, cheat, steal, plagiarize, or violate my pledge of confidentiality. I will not fail to report others who lie, cheat, steal, plagiarize, or violate their pledge of confidentiality. I will encourage others to fulfill the ideals of the Honor System. As a student of Mary Baldwin College, you have agreed to live under the provisions of the Honor Pledge. Honesty and cooperation are at the heart of all our shared work at the college. If you borrow the ideas or words of another person or persons, you must give credit to the source, be it on paper, on your computer monitor, or in a face-to-face contact. Please use guidelines provided by the American Psychological Association (APA Guide) to give credit on all written work, both in citations and in reference.*

# ADP/PBTL Practicum Handbook

2011-2012

---

As part of Mary Baldwin College's Teacher Education Program, students are required to complete practicum experiences in local classrooms prior to student teaching. The practicum affords our students the opportunity to become familiar with the curriculum, culture, and students in today's classroom. The practicum provides a setting in which our students begin, under the supervision of a practicum teacher, to assist students in learning activities and to apply ideas from coursework.

The practicum is designed to provide the classroom teacher with a mature, dedicated assistant. Mary Baldwin College students are expected to be actively involved in the classroom: conducting small and large group activities, tutoring, working with individual students, and assisting with management routines (e.g. preparing instructional materials and checking students' work). The specific responsibilities of students will vary depending on what the practicum teacher deems most helpful and the specific course in which the students are enrolled. In all cases, the course syllabi for each practicum experience will be considered the primary source of information regarding specific requirements for each course and related field placement.

---

**ED 110: Practicum in Education** (3 s.h.) is designed to give students who are pursuing teaching as a career, early and varied experiences in the classroom. Students are required to complete a 60-hour practicum, independent of any class. In the course syllabus, you will find suggested activities and experiences for practicum students, and you are encouraged to involve students in ways that are meaningful to you and your students.

**ED111: Practicum in Special Education** (3 s.h.) is designed to give students who are contemplating a career in special education an opportunity to observe and assist teachers in the classroom. Students will be expected to complete a 60-hour practicum.

**ED 322: Developmental and Diagnostic Reading Instruction** (4 s.h.) provides students with strategies to teach the language arts. The course examines emergent literacy, pre-reading assessment, and reading instruction in general. Students investigate formal and informal diagnostic measures, as well as instructional procedures for dealing with various types of reading difficulties. Since students must complete a number of projects for this course, we request that they be allowed to work with both individuals and groups in order to complete the course requirements. The practicum attached to this class requires 30 hours in the classroom.

**ED 315: Differentiated Strategies in Instruction and Assessment for Special Education with Practicum** (4 s.h.) In this course, students will develop knowledge of service delivery models, curriculum, and instruction of students with disabilities, as well as skills to apply that knowledge. Course content includes alternative ways to teach content materials (including curriculum adaptation and curriculum modification), strategies to promote successful integration of students with disabilities with their non-disabled peers, and uses of technology to promote student learning. Prospective teachers will learn procedures to develop, provide, and evaluate instruction consistent with students' individual needs. Procedures for screening, pre-referral, referral, and eligibility determination, factors that may influence assessment findings, and ethical issues related to assessment will be included. Prospective teachers will learn to apply assessment results to guide them in the development of individual education plans. The course requires a 30-hour practicum.

**ED 300: Elementary School Teaching Methods and ED 310: Middle and Secondary School Teaching Methods:** A student enrolled in Early, Middle, or Secondary School Teaching Methods will be observing and assisting the classroom teacher in order to smooth the transition to student teaching the following semester. The student will be taking note of basic classroom routines, such as getting students' attention, passing out papers, giving assignments, and direct teaching. During the practicum, the student will be expected to make presentations to large and/or small groups of students. The practicum attached to each of these Methods courses requires 30 hours in the classroom.

---

## INFORMATION FOR THE PRACTICUM (SUPERVISING) TEACHER

As you prepare to welcome the practicum student into your classroom, it may be helpful for you to know that the Mary Baldwin College Teacher Education Program stresses inquiry learning. When teaching through inquiry, teachers use techniques such as skillful questioning, discussion, and problem solving to encourage discovery. The basic assumption is that student learning is more meaningful and more usable when students seek out and discover knowledge rather than just being passive receivers of information. The teacher's role in such a classroom is to provide an environment and experiences through which students are encouraged to ask questions, pursue answers, and communicate their learning with others.

Practicum students assigned to you will have had various levels of experience. We ask that you become familiar with your student and inquire about his/her previous involvement in working with young people. This information will help you in determining the best way to involve the practicum student in your classroom. You need to ask the student to provide you with the title of the course for which the practicum is required as well as experiences and specific requirements for that class. You will find a list of courses requiring practicum experiences on pages 1 and 2 of this Practicum Handbook.

In all cases, please involve the practicum student in your daily routine as much as possible. If you have any questions, please contact the course instructor or the Director of Teacher Education Services.

---

## SUGGESTIONS FOR PRACTICUM TEACHERS

- Introduce the practicum student to your class and your colleagues.
- Discuss practicum requirements and expectations with the student.
- Share a copy of your class schedule.
- Provide multiple opportunities for your practicum student to be actively engaged with your students.
- Encourage the practicum student to present a special lesson in his/her area of interest or expertise.
- Review with your students the SOLs for your grade level or content area.
- If possible, schedule some time to meet with the practicum student to share your ideas on teaching as a career.
- Share planning resources to increase the student's awareness of the planning process.
- Introduce your practicum student to the various uses of instructional technology in your classroom; if possible, discuss how you are able to use technology to differentiate instruction and promote excellence in student learning and achievement.

It is our hope that you will enjoy working with our practicum student, and that you and your students will benefit from the experience. If at any time you have a question or concern, please call the course instructor or the Director of Education Services.

## PRACTICUM STUDENTS' PROFESSIONAL RESPONSIBILITIES

- **BE PUNCTUAL!** Allow plenty of time for travel and parking.
- Always report to the school office upon arrival.
- Be courteous and respectful to everyone.
- Professional Appearance: Wear clothing that is appropriate for a future educator. *Body art and piercing* are not appreciated or appropriate in the school setting. Your professional appearance is a reflection on the education program at Mary Baldwin College. Inappropriate clothing, jewelry or hair calls attention to itself and can distract students from learning. ***A teacher's job is to facilitate learning.***  
\*For women, dresses, skirts, and professional-looking slacks are appropriate. For men, professional-looking pants, shirts, and ties are reasonable expectations.





	<b>TOTAL HOURS</b>	
--	--------------------	--

Signature of Teacher: \_\_\_\_\_

**EVALUATION OF PROFESSIONAL AND PERSONAL QUALITIES**

*(to be filled out by Supervising Practicum Teacher)*

Student's Name \_\_\_\_\_

Practicum Teacher's Name \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_

The practicum student is expected to demonstrate personal and professional behaviors that support student learning. Please rate your practicum student in the following areas:

**4 = Exceeds expectation    3 = meets expectation    2 = approaching expectation**

**1 = below expectation    0 = not observed**

<u>Quality</u>	<u>Comments</u>
___ Integrity/Honesty	_____
___ Enthusiasm	_____
___ Dependability and Punctuality	_____
___ Positive Interactions with students	_____
___ Initiative	_____
___ Resourcefulness	_____
___ Knowledge of Content	_____
___ Maturity/Responsibility	_____
___ Ability to deal with criticism	_____
___ Positive approach	_____



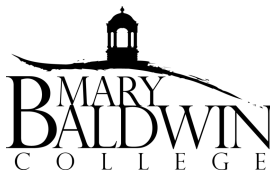
\_\_\_\_ Personal Appearance \_\_\_\_\_

\_\_\_\_ Appropriate language usage \_\_\_\_\_

\_\_\_\_ Potential as Prospective Teacher \_\_\_\_\_

\_\_\_\_\_  
Teacher's Signature Date

*Please return one copy of this form to Mary Baldwin College Education Department, Attn: Erin Paschal, Staunton, VA 24401 (540-887-7298). An additional copy should be sent to the course instructor. Thank you for supporting the adult pre-service teachers of Mary Baldwin College.*



### Teacher Education Program

#### PRACTICUM PLACEMENT REQUEST FORM

**REQUEST DUE DATES:** Fall or Spring Placement—at time of registration: **will not be accepted after the last Day of Add-Drop Week**

**PLEASE INDICATE THE TYPE OF PLACEMENT YOU NEED:**

\_\_\_\_ ED 110 or 111: 60 HOURS (RCW-90 HOURS IN MAY TERM) (Circle Class)

\_\_\_\_ ED 300, 310, 315, 322: 30 HOURS (Circle Class)

\_\_\_\_ GTE/MAT: 35 HOURS \_\_\_\_ GTE/MAT: 70 HOURS

\_\_\_\_ GTE/MAT: ED 510 \_\_\_\_ 511 \_\_\_\_ 512 \_\_\_\_ 513 \_\_\_\_ (Each Section = 35 Practicum Hours)

**Check Semester for this placement request:** \_\_\_\_ Fall \_\_\_\_ Spring  
**Course** \_\_\_\_ **Instructor** \_\_\_\_ **Advisor:** \_\_\_\_\_

Mary Baldwin College works closely with local school districts to secure appropriate placements for student teachers. Your regional placement official will notify you as soon as a placement is secured. We appreciate your patience.

Name: \_\_\_\_\_ Address: \_\_\_\_\_

MBC email Address \_\_\_\_\_ Phone: \_\_\_\_\_ MBC ID# \_\_\_\_\_  
Check the program in which you are enrolled: \_\_\_\_ RCW \_\_\_\_ ADP \_\_\_\_ PBTL \_\_\_\_ MAT

**Area of endorsement in which you are seeking licensure:**

Early Education (PK-6) \_\_\_\_

Middle Education (6-8) \_\_\_\_ Language Arts \_\_\_\_ Social Studies \_\_\_\_ Mathematics \_\_\_\_ Science

Secondary Education (6-12) \_\_\_\_ Subject Area \_\_\_\_\_

Art \_\_\_\_ Music \_\_\_\_ Theatre \_\_\_\_ Language (Specify) \_\_\_\_\_

Special Education for the General Curriculum PK-12 \_\_\_\_\_

GTE Only – Add-on Endorsement Gifted Education (K-12) \_\_\_\_\_

**SCHOOL DIVISION REQUESTED** \_\_\_\_\_

**First Choice:** School \_\_\_\_\_ Grade Level \_\_\_\_\_

Teacher requested (not required) \_\_\_\_\_

**Second Choice:** School \_\_\_\_\_ Grade Level \_\_\_\_\_

Teacher requested (not required) \_\_\_\_\_

**\_\_If you will be completing your practicum in your own classroom with a provisional license, or in a classroom in which you work as a paraprofessional, please indicate this and provide your principal's signature below.**

**Principal** \_\_\_\_\_ **Date** \_\_\_\_\_

**Virginia law requires that students answer the following questions:**

*\*Please note that your school system may have additional background check requirements before you are permitted to begin your student teaching placement.\**

Have you ever been convicted of a felony? \_\_\_\_\_ Yes \_\_\_\_\_ No (If yes, please contact your advisor)

Have you ever had a teaching license revoked or suspended in Virginia or another state? \_\_\_\_\_ Yes \_\_\_\_\_ No (If yes, please contact your advisor)

**Student Signature** \_\_\_\_\_

**IMPORTANT REMINDERS**

- ✓ Remember that placements, once assigned, are not negotiable. Plan carefully.
- ✓ Many school systems now require a health and criminal background check. Comply with these requirements as soon as possible so that the beginning of your placement will not be delayed.
- ✓ Your Personal Information Form will be sent to the school where you are placed. Please complete it with care.

---

**Please submit your placement request to the Education Field Experience Coordinator at your**

**MBC Regional Center:**

Hampton and Richmond  
Ms. Annette Wallace  
[mwallace@mbc.edu](mailto:mwallace@mbc.edu)  
804-282-9111  
804-282-9138 FAX  
1504 Santa Rosa Road, Suite 202  
Richmond VA 23229

**Charlottesville - ADP and PBTL ONLY, (GTE/MAT please send to Staunton)**

**MBC/PVCC-**Ms. Diane John  
[djohn@mbc.edu](mailto:djohn@mbc.edu)  
434-961-5422  
434-961-5414 FAX  
501 College Drive  
Charlottesville VA 22902-7589

**Staunton-**

Ms. Ashley Cole-Virani  
[acolevirani@mbc.edu](mailto:acolevirani@mbc.edu)  
540-887-7186  
540-887-7303 FAX  
Edmondson House  
Mary Baldwin College  
Staunton VA 24401

**Roanoke**

Ms. Joyce Franklin  
[jfrankli@mbc.edu](mailto:jfrankli@mbc.edu)  
540-767-6170  
540-767-6176 FAX  
108 N. Jefferson Suite 816  
Roanoke VA 24016

**South Boston-** Ms. Sandra Bagbey

820 Bruce Street  
South Boston VA 24592  
[sbagbey@mbc.edu](mailto:sbagbey@mbc.edu)  
434-572-5472  
434-572-5473 FAX



**Personal Information Form (Please type)**

Student Name: \_\_\_\_\_

Address: \_\_\_\_\_

MBC email address \_\_\_\_\_ Telephone Number \_\_\_\_\_

Classroom experience including practica: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Other experiences working with children: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Additional work experience: \_\_\_\_\_

Special abilities, interests, hobbies, distinction: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Educational History:**

College: \_\_\_\_\_

Degree: \_\_\_\_\_ Major \_\_\_\_\_ Date Conferred: \_\_\_\_\_

**Seeking Licensure in the following:**

Early Education (PK-6) \_\_\_\_\_

Middle Education (6-8) \_\_\_\_\_ Language Arts \_\_\_\_\_ Social Studies \_\_\_\_\_ Mathematics \_\_\_\_\_ Science \_\_\_\_\_

Secondary Education (6-12) \_\_\_\_\_ Subject Area \_\_\_\_\_

Art \_\_\_\_\_ Music \_\_\_\_\_ Theatre \_\_\_\_\_ Language (Specify) \_\_\_\_\_

Special Education for the General Curriculum PK-12 \_\_\_\_\_

GTE Only – Add-on Endorsement Gifted Education (K-12) \_\_\_\_\_

**Please write a brief statement (one page or less) explaining why you are choosing teaching as a profession. Please include this statement with your personal information form.**