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EDUC 3100

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The University of New Orleans
EDUC 3100

Class: Monday & Wednesday, 3:30 to 4:45
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12:00-1:00 p.m. or by appointment

EDUC 3100   DIFFERENTIATED CURRICULUM AND INSTRUCTION (3 cr. hrs.)

Course Description
Prerequisites: Admission to the Teacher Education Program. This course focuses on differentiating
strategies to diagnose learner needs, adapt and modify curriculum materials, plan and implement
instruction, develop assignments, and evaluate learning outcomes.

Mission Statement
The mission of the College of Education and Human Development is to improve teaching
and leadership, advance lifelong learning and promote health and wellness through
enhanced community partnerships. The unit's purpose is to prepare reflective
practitioners who develop, implement, and evaluate effective education and human
development programs/services through a program of study grounded in the interaction
of theory, practice, and research.

GOAL
To familiarize teachers with methods of differentiation designed: to diagnose learner
needs, adapt and modify curricular materials, plan and implement differentiated
instruction, develop assignments, and evaluate learning outcomes.

Conceptual Framework:
Our conceptual framework, the theory-practice-research interaction model, permeates the
programs preparing candidates for professional roles in school settings. As candidates
progress through their professional studies, they are introduced to formal theories and
concepts that are validated by research, which along with their personally held beliefs and
assumptions, inform their professional practice. The roles and responsibilities set out the
broad domains for developing competence of teacher candidates viewed through the lens
of the theory-practice-research interaction model. As candidates engage in various
clinical and field experiences included in their program of study, observation and study of
professional practices inform and refine the educational theories and concepts they
construct. Our goal is to have our candidates internalize the theory-practice-research
interaction model, as they develop into reflective practitioners constantly reassessing the
educational theories, beliefs, and assumptions they embrace.
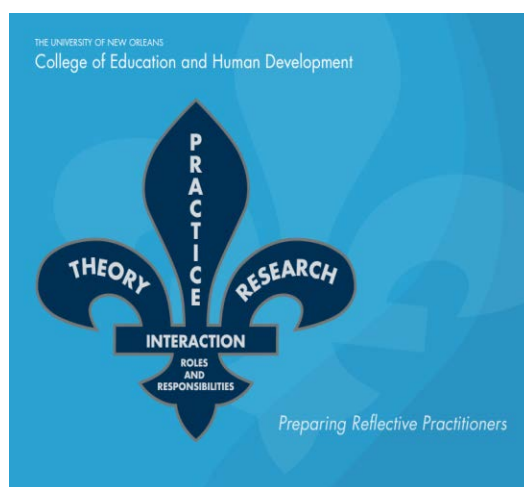
Objectives Alignment with Unit and State Standards
In addition to the identified goals and objectives, this course addresses UNO Teacher Roles and Louisiana State COMPASS Standards.

I. EFFECTIVE TEACHERS MANAGE CLASSROOM CONTEXTS AND ENVIRONMENTS
A. They establish a culture for learning by:
   1. Managing classroom procedures **(COMPASS 2c)**
   2. Managing student behavior
   3. Organizing physical space
   4. Organizing classrooms to integrate technology
   5. Maintaining accurate records using available technology
B. They create an environment of respect and rapport by:
   1. Using cultural contexts in the classroom
   2. Demonstrating knowledge of diversity among students
   3. Presenting rationales for change to meet students needs

II. EFFECTIVE TEACHERS *DESIGN CURRICULUM AND INSTRUCTION*
A. They understand and use curriculum and instruction by:
   1**.** Knowing content
   2. Knowing pedagogy
   3. Setting instructional outcomes **(COMPASS 1c)**
   4. Designing coherent instruction
   5. Designing student assessments
   6. Incorporating knowledge of diversity in the classroom
   7. Planning for the use of technologies in curriculum and instruction
   8. Demonstrating knowledge of resources, including technologies
   9. Planning for the use of collaborative group practices in the classroom
B. They communicate effectively by:
   1. Incorporating effective written communication in the classroom
   2. Incorporating effective oral communication in the classroom

III. EFFECTIVE TEACHERS *DELIVER INSTRUCTION AND ASSESS*

LEARNING

A. They engage students in active learning (COMPASS 3c) by:
1. Interacting effectively with students
2. Demonstrating flexibility and responsiveness
3. Integrating technology and other resources

B. They integrate disciplines into instruction by:
1. Applying connections to multiple disciplines
2. Demonstrating connections to real life

C. They use assessment in instruction by:
1. Incorporating performance tasks in the classroom
2. Using questioning and discussion techniques **(COMPASS 3b)**
3. Using pre-assessment, formative assessment, and summative assessment appropriately **(COMPASS 3d)**

D. They embed diversity in decision-making by:
1. Selecting resources
2. Delivering instruction
3. Assessing learning

IV. EFFECTIVE TEACHERS *PARTICIPATE IN PROFESSIONAL RESPONSIBILITIES*

A. They advocate for children, in terms of services and supports by:
1. Communicating with families
2. Demonstrating knowledge of resources in school and the community

B. They collaborate to improve professional practice by:
1. Engaging in a professional community
2. Participating in professional development
3. Collaborating with teachers and mentors
4. Developing goals for social justice
5. Using research-based practices that include current available technology

C. They reflect on teaching and learning by:
1. Focusing on cultural contexts and social justice
2. Collecting and analyzing data to improve practice

Teacher Candidates will demonstrate competencies in integrating Common Core State Standards in lesson plans, unit plans, and field-based activities.

<u>OBJECTIVES</u>
Candidates will:

1. articulate the definition and key principles of differentiation;
2. research factors that support differentiated learning;
3. outline the steps involved in the process of differentiating curriculum and instruction;
4. describe the components of a supportive classroom environment for differentiation;
5. create learning profiles of diverse learners and prescribe tasks that match students with their learning needs, styles, and preferences;
6. identify, plan, adapt, and modify appropriate curricular materials;
7. formulate essential questions in a curriculum plan;
8. design differentiated instruction in the areas of content, process, and product;
9. illustrate how to operationalize various curriculum approaches in a differentiated classroom;
10. increase repertoire of instructional practices that respond to different ways of thinking and learning by offering students variety in the ways they learn (process) and in the ways they present their learning (product);
11. develop ideas/examples/questions/assignments for teaching models and instructional practices that are appropriate to specific student needs and promote learning for all students;
12. determine a variety of way to organize and group students for learning;
13. describe flexible uses of time to facilitate differentiated instruction;
14. create fair and equitable procedures for evaluating student learning and assigning student grades;
15. develop a 504 Accommodation Plan
16. complete an IEP Modifications/Accommodations Form
17. incorporate technology into plans to address needs of diverse learners;
18. apply principles of collaboration
19. explore theory/practice interaction with regard to differentiated curriculum and instruction.

Alignment of objectives with Unit and State Standards and SPA

Objective	Unit Standard	State Standards (COMPASS)	ACEI	CEC
1	IV.A.1			6.1
2	IV.A.5			6.2
3	III. D. 1-3		1.0	3.1-3.3; 4.1-4.4
4	I.A.1 & 4	2c.		2.1, 2.2
5	I.B.1 IV. B. 1 & 3	1c.		1.1, 1.2
6	III.A.2	1c.		3.1-3.3
7	III.C.2	3c.	3.3	3.1-3.3
8	II.A. 1,2,3,5,6,8 III.D. 1-3	3c.		3.1-3.3; 4.1-4.4

9	II.2.A 1-9	3c.		3.1-3.3
10	I.B.1-3	3c.		3.1-3.3; 4.1-4.4
11	II.A.6 III.A.1 III.D 1-3	3c.	3.4	3.1-3.3
12	II.A. 9	2c.		3.1-3.3
13	I.A.1.	2c.		2.1
14	II.A.5 III. C. 1-3; D. 3	3b	4.0	4.1-4.4
15	IV.4.B. 3,4	1c.		6.1,6.2
16	IV.4.B. 3,4	1c.		6.1, 6.2
17	I.A.4 II.A.7 III.A.3	3c.		5.2
18	II.A.9;III. B.1,2; IV.B.1-5		3.2,3.5, 5.2	7.1-7.3
19	IV.A.2;IV.B.1,3,4;C.1,2		3.1, 5.1	6.1, 6.2, 6.4, 6.5

REQUIRED TEXTBOOKS
Mastropieri, M. & Scruggs, T. (2010). *The inclusive classroom: Strategies for effective instruction* (4th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Course Requirements:

I. Attendance/participation: Much of the value in the course lies in our class discussions, interactive lessons and reflections. Therefore, attendance and active participation are **required**. Class discussion is the primary vehicle for communication within this community of inquiry. Your participation will be evaluated on the following components: attendance, contribution to in-class and ungraded activities.

Teacher candidates are expected to attend all classes regularly and punctually. A teacher candidate who is not present in class is marked absent. You are responsible for material missed during your absence and encouraged to pair with another student to assist in this matter and collect class handouts. Detailed instructions for all assignments will be delivered during class time.

II. LiveText: You will be expected to log on to LiveText regularly to check on Assignments and Announcements. Assignments will be graded on LiveText.

III. ASSIGNMENTS

Performance-based Assignments and Portfolio Assessment

Definition of Portfolio Assessment

Portfolio assessment is the purposeful collection of student work that demonstrates students' efforts, progress, and achievement in a given area.

Purpose of the Portfolio
The purpose of the portfolio is to document authentic experiences that incorporate theory/practice interaction with regard to differentiated curriculum and instruction.

I. Portfolio Products

  A. <u>Field Experience: Student Profile and Professional Conference</u>**:** You will develop a student profile based on a student and a clearly identified area for improvement or enhancement. You will investigate research-based interventions for this student http://www2.ed.gov/nclb/methods/whatworks/edpicks.jhtml http://aim.cast.org/, IRIS modules: http://iris.peabody.vanderbilt.edu/ebp_summaries/ that you will discuss with a peer in class. You will then arrange an interview with a professional to discuss your suggestions and generate other ideas for interventions. A detailed description of this assignment will be disseminated and discussed in class.

  You may decide to participate in a tutoring program where collaboration with a professional and implementation of an instructional practice can take place.
  Examples of programs include:
  <u>STAIR</u>: Contact www.stairnola.org
  <u>Project Pass</u>: Upward Bound:
  The NET @ Clark
  Candidates are required to submit this assignment on Live Text.

  This assignment aligns with the conceptual framework developed by the College of Education and Human Development. The experiences promote student's engagement in the following roles/responsibilities:
  - Effective teachers manage classroom contexts and environments.
  - Effective teachers design curriculum and instruction.
  - Effective teachers deliver instruction and assess learning.
  - Effective teachers participate in professional responsibilities.

  B. Modified Unit Plan: You will work with one or two other teacher candidates to complete a modified unit plan. We will spend class time discussing each component of the unit plan, followed by class time to begin the assignment, and class time to debrief and gather feedback from peers. Components of the plan include:
  - Unit Common Core Standards, objectives, & graphic organizer
  - Assessments: teacher made test (modifications for diverse learners), pre and post assessments, rubric for project
  - Activities based on Blooms' Taxonomy, Gardner's Multiple Intelligences, and Tiered Assignments
  - An individual reflection discussing the process of developing a modified unit.

C. Class Presentation: You will develop an interactive presentation on a designated topic. A detailed assignment will be discussed in class.

EVALUATION CRITERIA
I. Portfolio Products

A. Field Experience: Profile & Conference	**25%**
B. Unit and Lesson Activities	**35%**
C. Chapter quizzes	**10 %**
D. Presentation	**15%**

III. Attendance and Participation	**15 %**

Percent Range	Grade
92% - 100%	A
86% - 91.9%	B
80% - 85.9%	C
75% - 79.9%	D
below 75%	F

LiveText
All candidates in initial certification and advanced degree programs in teacher education and educational leadership within the College of Education and Human Development (COEHD) are required to develop an electronic portfolio using LiveText. All candidates in such programs must purchase LiveText.

Academic Integrity:
Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the Student Code of Conduct for further information. The Code is available online at http://www.studentaffairs.uno.edu.

Accommodations for Students with Disabilities:
It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities should contact the Office of Disability Services as well as their instructors to discuss their individual needs for accommodations. For more information, please go to http://www.ods.uno.edu

Useful Resources:
College of Education facebook page:
https://www.facebook.com/pages/UNO-College-of-Education-and-Human-Development/759973844093398?skip_nax_wizard=true

Please visit http://www.uno.edu/registrar/bulletin/important-dates.aspx for important dates

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Tentative Schedule

Week of	Topic	*Assigned Readings*
8/19 & 8/24	Review of Syllabus Impetus for Inclusion and Differentiation Learning Styles	**Preparation for next class:** Introduction to Inclusive Teaching (Ch. 1) *Supplemental Readings/Viewings* *http://www.includingsamuel.com/media/Video/Samuel.* *aspxhttp://www.includingsamuel.com/media/Video/Samuel.aspx* *(Clips on Samuel 1,2,3 & Keith, Alana, Emily, & Nathaniel)* Complete learning styles inventory and reflection.
8/26	Legislative (504, IDEIA, NCLB, Title I, Jacob K. Javits Gifted and Talented Students Act, McKinney-Vento Homeless Assistance Act, Bilingual Education Act (Title VII).	**Preparation for next class:** Skim Chapters on Teaching Students with High Incidence and Low Incidence. Read Chapter "Teaching Students with Other Special Learning Needs"
8/31 & 9/2	Characteristics of Learners	http://iris.peabody.vanderbilt.edu/ell/chalcycle.htm 1.Teaching and Learning in New Mexico: Considerations for Diverse Student Populations. 2. Cultural and linguistic differences 3. Teaching English Language Learners: Effective instructional Practices. Reflection: What do <u>each</u> of these modules tell you about a)how diversity influences classroom performance and b)what are the suggested ways to enhance students' learning?
9/2	Characteristics of Learners	Class Discussion **Preparation for Next Class:** **Ch. 2: Collaboration Partnerships**
9/9	Collaboration	**Preparation for next class:** **Ch. 7: Response to Intervention** IRIS MODULES: http://iris.peabody.vanderbilt.edu/rti01_overview/chalcycle.htm 　1. RTI: Overview 　2. RTI (2): Assessment *Supplemental Reading/Viewing* 　*3. RTI (3): Reading Instruction* 　*4. RTI: Mathematics* 　*5. RTI (4): Putting it all together* 　*6. RTI (5): A closer look at Tier 3*
9/14 & 9/16	Referral Process Section 504: case study	**Preparation for next class:** Effective Differentiated Instruction for All

	RTI Activity	Students (ch. 6) *Supplemental Reading/viewing:* *Universal Design for Learning:* http://iris.peabody.vanderbilt.edu/udl/chalcycle.htm
9/21	Universal Design for Learning (UDL) & Differentiation: SMARTER (essential information), graphic organizers, Bloom, GLEs/objectives . http://teaching.uncc.edu/learning-resources/articles-books/best-practice/goals-objectives/writing-objectives (copy and paste this site for Bloom's) **Class time to develop and peer assess unit objectives, graphic organizer**.	**Preparation for next class:** Assessment (ch. 12)
9/23	Objectives and Graphic Organizer	**==UNIT OBJECTIVES & Graphic Organizer DUE At end of class==** **Preparation for next class: Ch. Assessment**
9/28 & 9/30	Assessment (Product/Expression of understanding)	**==Student Profile and Collaboration Assignment Due==**
10/5 & 10/7	Bloom's Taxonomy Gardner's Intelligences (Process/engagement)	**Preparation for Next Class:** Heacox: Tiered Assignments and Grouping
10/12 & 10/14	Tiered Assignments (Tiered by Content, Product, Complexity) Grouping	**==Assessment: Rubric & Teacher made test due==**
10/19	Carol Tomlinson's Film on Differentiated Instruction	**==Activities re: Bloom & Garner due==** **Preparation for next class**: Chapter Literacy *Supplemental Reading/Viewing* *IRIS: RTI (3) Reading Instruction*
10/21	Literacy	**Class Presentations** **Preparation for Next Class:** Chapter Mathematics *Supplemental Reading/Viewing:* *IRIS: RTI Mathematics*

10/26	Mathematics	**<mark>Tiered Assignments due</mark>** **Class Presentations** **Preparation for Next Class:** Chapter Science and Social Studies
10/28	Science	**<mark>Reflection for Modified Unit due</mark>** **Class Presentations**
11/2	Social Studies	**Modified Unit due on Livetext** **Class Presentations** **Preparation for Next Class;** Chapter Improving Attention & Memory
11/4	Attention & Memory	**Preparation for Next Class:** Chapter Enhancing Motivation & Affect
11/9	Motivation	**Preparation for Next Class**: Chapter Promoting Inclusion with Classroom Peers
11/11	Promoting Inclusion	
11/16	Lesson Plans	
11/18	Lesson Plans	
11/23	Guest Speakers	
11/25	Wrap Up Activities	
11/30		
12/2		

Name and contact information for 2 classmates:

Name:_____

Email address: _____Home Phone:___

Cell Phone No.:_____

Name: _____

Email address: _____   Home Phone: _____

Cell Phone: _____

ATTENDANCE/PARTICIPATION RUBRIC

Attendance:

4	Attended all classes early	Punctual attendance/Rarely arrives late or leaves
3	Attended all classes classes	Occasionally arrives late or leaves early or missed 2
2	Missed 3 classes	Sometimes arrives late or leaves early
0-1	Missed > 3 classes	Consistently arrives late and leaves early

Contribution: (Missing class affects points)

4	Student's in-class and on-line activities are of highest quality. Student also participates in class discussions. Student's cell phone is neither seen nor heard during class.
3	Student's in-class and on-line activities are satisfactory. Student often adds to the discussion.
0-2	Student's in-class and on-line activities are inconsistent. Student occasionally enters discussion. There is visual and auditory evidence that a cell phone exists.

Graded Assignments

2	All assignments completed by designated date.
0	Graded assignment(s) are submitted one or more days after the due date.

Total Possible Points = 10
Percent of Grade = 15%