Course: EDU 522:700 Fundamentals of Differentiated Instruction  3 Credit Hours

Instructor: Dr. Judy Davison, Assoc. Professor  
School of Teacher Education  
WKU, 1906 College Heights Blvd.  
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Class Schedule: Jan 27-May 16 hybrid  
On-campus meeting: Feb 8  
Saturday 9:00-4:00  
Location: GRH TBA. Check email & blackboard before leaving for campus for any last minute announcements.

Course Materials:

Required Texts: 
The Tomlinson texts are older editions but students still like them better than the newer versions so you can save money getting used via Amazon, etc. if desired. These are not being ordered by the WKU bookstore.

Tiedt, P. and Tiedt, I. (2008). *Multicultural Teaching: A Handbook of Activities, Information, and Resources.* Boston: Allyn and Bacon. (6th or 7th editions are acceptable since this is used mostly as a reference book. Also can be rented via Amazon for $13.55)


Assorted Materials posted on blackboard or used in on-campus visit.

Recommended Additional Resources:


The Kentucky Education Professional Standards Board. (1994). *Experienced Teacher Standards for Preparation and Certification.* Frankfort, KY: Kentucky Department of Education. (as a resource for aligning unit planning to standards)  
[http://www.kde.state.ky.us/otec/epsb/standards/exp_teach_stds.asp#std.1](http://www.kde.state.ky.us/otec/epsb/standards/exp_teach_stds.asp#std.1)


Secondary Teachers of Migrant English Language Learners. Oneonta, NY: ESCORT. [Print off sections of interest on the website www.escort.org. The entire document is over 200 pages so check the index and print off only what appeals to you.]

Miscellaneous materials: 3-ring binder with dividers to clearly organize course reference materials. Organizing materials by categories will help insure that you find ideas for your classroom use when needed.

Course Description:
This course provides a knowledge base for designing qualitatively different instruction for students with varying abilities, interests, learning profiles and affect. This course provides an overview of the diverse characteristics of learners and nurtures an appreciation for the specific needs of children in educational settings. In addition, it will provide strategies to address the needs of students as well as examine their own teaching settings and devise approaches appropriate to their specific populations.

Rationale:
The Kentucky Education Professional Standards Board adopted for Teacher Standards for Preparation and Certification. These Teacher Performance Standards are performance based and must be an integral part of graduate education programs. EDU 522 will provide candidates an opportunity to develop and provide documentation for expertise that can relate to all 10 standards to various extents. However, the following standards receive the most emphasis within this course content:

- **Standard 1** Demonstrates Applied Content Knowledge. The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.
- **Standard 2** Designs/Plans Instruction. The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
- **Standard 3** Creates & Maintains Learning Climate. The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
- **Standard 4** Implements & Manages Instruction. The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
- **Standard 5** Assesses and Communicates Learning Results. The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Course Objectives:
1. Students will be able to synthesize knowledge of diverse learners by creating a unit of study that incorporates strategies for multiple intelligences, disabilities, gifted or talented, gender sensitivities, and cultural awareness.

2. Student will be able to evaluate materials/books/classrooms for evidence of multicultural awareness.

3. Students will be able to thoughtfully and respectfully participate in class discussions in response to case studies and challenging questions as related to teaching diverse learners.

4. Students will be able to identify a personal area of needed growth related to differentiation/multicultural issues, design a plan for improvement, and submit evidence of such growth.

**Student Outcomes:**
By completing this course the student will be able to:
- Define differentiated instruction.
- Identify common affective and cognitive characteristics of diverse learners.
- Discuss and implement pre and post test procedures to evaluate achievement and interests.
- Design a unit of study that includes instructional and intervention best practice strategies for learners with varying abilities, backgrounds, and learning styles.
- Create a learning environment that is student centered, regardless of background and interests.

**Student expectations and requirements.**

**Course Assignments:**

1. Create a unit of study-- (preferably for a course being taught this year) that incorporates strategies for multiple intelligences, disabilities, gifted or talented, gender sensitivities, and cultural awareness. An appendix (resource materials, pre/post assessments) and resource list will be required. This is the only assignment that I require you to submit in hard copy including a SASE for my return to you. Your feedback will be much better this way. A format will be provided. It will NOT include detailed KTIP lesson plans. (100pts)

2. Conduct a multicultural assessment on classroom environment and materials used. A pre/post assessment format will be used and provided by the instructor. (50pts)

3. Create before and after lessons incorporating a multicultural component. A current lesson will be examined and improved for multicultural inclusion. (80pts)

4. Reading Reflections on the textbook, articles or case studies. Tell me your "story & interpretations." Tie your reflections to your personal experiences and/or observations of students, teachers, administrators, parents, and even society in general. Approx 1 ½ double spaced pages for each reading. (6@10pts=60pts)
5. **Personal Choice Project.** A menu of options will be provided. One option will be an annotated bibliography on any diverse population issue (i.e. disabilities, gifted, gender issues, minority groups, multicultural teaching within a content area) as related to the inclusive classroom. Chosen articles should be focused and appropriate to writing a research paper on the topic. Topic needs to be approved by instructor for relevance and guidance. Citations should be done in APA writing style & approximately 3 entries per page. Use single spacing (instead of the usual APA double spacing) and double space between the citation and the descriptive paragraphs. There will be 8 additional choices on the menu for meeting your individual learning. For MAT students, their fieldwork will replace this assignment. (100pts)

6. **Participation (discussion board) & attendance.** (100pts) Due to the condensed time involved in this course and importance of group discussion, class time missed will result in loss of points or failure. Conference with the professor for extenuating circumstances for a request for extensions on any due dates. 10 points will be deducted for every hour missed on campus.

Assignments and/or schedule of activities are subject to change at the discretion of the professor based upon the needs/numbers of the students, technical difficulties in the technical system, or other unforeseen events.

Submission of all papers will be done in hardcopy or electronically as requested by instructor. Late assignments will receive a 10% grade reduction per day unless prior approval from the instructor for an extension in due date.

**Technology:**

Blackboard will be used to post handouts and also communicate with students. Check blackboard and WKU email account frequently and especially the day before and of class meetings. IMPORTANT: Be sure you email yourself a copy of all your classwork to avoid tech problems between computers/disks being used. Create a folder on your computer for course work.

**Student Evaluation:**

These outcomes will be evaluated through the following learning activities (540 total pts.):

1. **Reflective Writings** 60 points
2. **Multicultural Assessment** 50 points
3. **Before/After Lessons** 80 points
4. **Unit Project** 100 points
5. **Personal Choice Project/Fieldwk** 100 points (independent or group)
6. **Final exam—take home** 50 points
7. **Attendance & Participation** 100 points

Students must complete all requirements. Grades are based on an A (90-100%), B (80-89%), C (70-79%), D (60-69%), F (59% and below), I = Incomplete (only for compelling reasons as determined by the instructor). Incompletes cannot be given unless students are earning a passing grade at the end of the semester.
Accommodations Due to Disability:
If there is any student in this class who has need for test-taking or note taking accommodations or more time to complete an assignment due to a disability, please feel free to discuss this with the professor at the beginning of the semester.

Academic Difficulty:
Students experiencing academic problems in this course should not hesitate to contact the professor as soon as possible for assistance.

Academic Dishonesty Policy:
At Western Kentucky University, academic dishonesty is a basis for disciplinary action. Academic dishonesty includes but is not limited to activities such as cheating and plagiarism (presenting as one’s own the intellectual or creative accomplishments of another without giving credit to the source or sources). The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question. The division chair will be advised of any action taken by the faculty member regarding academic dishonesty. The faculty member may consent to refer the case to other academic personnel for further action. Divisions, schools, and colleges may have provisions for more severe penalties than are set forth above. Western Kentucky University may impose penalties for academic dishonesty up to and including expulsion from the University. The student has the right to appeal the charge of academic dishonesty in accordance with the University’s Academic Appeals policy and procedures as set forth in the Faculty Handbook.

Blackboard will be used to send and receive information and communicate with each other. Check daily for announcements and handouts.

Communication with the instructor:
Be sure to always include within the Subject area of emails the following: Course number, topic, name. For example, 522, Reflection paper1, Smith
Readings reflections in order for those who want to start reading early:

<table>
<thead>
<tr>
<th>Reflections</th>
<th>Pages</th>
<th>Reading Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition &amp; Philosophy of Differentiation</td>
<td>Fulfiling the Promise… pp. 1-25</td>
<td>(Reading #1)</td>
</tr>
<tr>
<td></td>
<td>2 p. reflection</td>
<td></td>
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<tr>
<td></td>
<td>How to Differentiate… pp. 1-31</td>
<td>(Reading #2)</td>
</tr>
<tr>
<td></td>
<td>2 p. reflection</td>
<td></td>
</tr>
<tr>
<td>Getting started/Managing Differentiated Classrooms</td>
<td>Fulfiling the Promise… pp. 25-67, pp. 100+</td>
<td>(Reading #3)</td>
</tr>
<tr>
<td></td>
<td>2 p. reflection</td>
<td></td>
</tr>
<tr>
<td></td>
<td>How to Differentiate… pp. 32-7</td>
<td>(Reading #4)</td>
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<tr>
<td></td>
<td>2 p. reflection</td>
<td></td>
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<tr>
<td></td>
<td>Fulfiling the Promise… pp. 68-87</td>
<td>(Reading #5)</td>
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<tr>
<td></td>
<td>2 p. reflection</td>
<td></td>
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<tr>
<td></td>
<td>How to Differentiate… pp. 72-96</td>
<td>(Reading #6)</td>
</tr>
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<td></td>
<td>2 p. reflection on reading</td>
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Readings are approximately 1-1 ½ pages (10 pts. each). They are to be submitted in groups of 2: #1&2 together, #3&4 together, and #5&6 together. So in blackboard there will only be 3 postings. The purpose of each reflective writing is to simply talk about some aspect of the authors writing that strikes you and relate to your own ideas and/or experiences. You may agree or disagree. Just want you to be thoughtful. Be very sure that you do label each reading with the name of the book and reading number. Also be sure your name is on each one because I often open up or download readings and if the name isn’t there, I have to go back and scan all names for it.