

Murray State University

DEPARTMENT: EARLY CHILDHOOD AND ELEMENTARY EDUCATION

COURSE PREFIX: EDU

COURSE NUMBER: 637

CREDIT HOURS: 3

I. TITLE: Instruction for Diverse Learners

II. COURSE DESCRIPTION AND PREREQUISITE(S): Examines the needs of a wide range of diverse learners with the goal of matching instruction and accommodations to improve student learning.

Prerequisite(s): none

III. COURSE OBJECTIVES:

These objectives are understood to be reflective of, but not limited to those behaviors aligned with the Kentucky Core Academic Standards (KCAS), the Characteristics of Highly Effective Teaching and Learning (CHETL), and Assessment Literacy. Following each objective, and enclosed in parentheses, are numbers that reference the Kentucky Teacher Standards for Preparation and Certification (KTS) and CHETL standards addressed by that objective. Upon successful completion of this class, students will be able to

- A.** identify learner differences for students in the general classroom and analyze student instructional needs planning for instruction (KTS #2, 3, 4; CHETL #1, 2, 5);
- B.** create pre-assessments to identify the learners' strength and weaknesses and articulate how this relates to the Response to Intervention (RTI) process (KTS #4, 5; CHETL #2);
- C.** conduct research to discover ways to meet the needs of diverse learners (KTS #9; CHETL #5);
- D.** develop differentiated instruction to improve learning and motivation for students with a variety of needs in the general classroom (KTS #2, 3; CHETL #1-5);
- E.** modify curricula from traditional content to differentiate the instruction and assessment for diverse students in a general education classroom (KTS #1, 2, 4; CHETL #1-5);
- F.** reflect upon ways to advocate using differentiated instruction to address the needs of diverse learners (KTS #10; CHETL #2, 4);
- G.** include accommodations in the differentiated curriculum based on the developmental, cognitive and affective characteristics of diverse students in the general education classroom (KTS #2, 5; CHETL #1-5); and
- H.** verbalize the difference between assessment *for* learning and assessment *of* learning (KTS #1; CHETL #2).

Students consider the EPSB themes of Diversity and Assessment as they complete a Differentiated Instruction Project that addresses the needs of diverse students to improve learning. This project will serve as the course artifact for students' teacher leader portfolios.

The disposition of Teacher Leader as *advocate* is addressed in this course by designing a differentiated unit that puts student developmental and instructional needs first. The disposition of *adult development* is addressed as teacher leaders consider current levels of knowledge and reflect on the knowledge they need to better address diverse student needs. The dispositions of *dialogue/communication* and *collaboration* are addressed as teacher leaders work cooperatively to share knowledge of innovative ways to meet student needs. Furthermore, teacher leaders explore strategies for school *change* as they create school climates that will support improved student achievement.

Masters candidates should reference learned society standards and SB 1 initiatives (e.g., Kentucky Core Academic Standards and Highly Effective Teaching and Learning) throughout their course activities.

IV. CONTENT OUTLINE:

- A. Effective Professional Practices
- B. Student Learner Profiles
- C. Elements of Differentiated Instruction
- D. Characteristics and Needs of Diverse Learners
- E. Addressing Students' Special Needs
- F. Assessment for Learning
- G. Supportive Learning Environments

V. INSTRUCTIONAL ACTIVITIES:

Students will actively participate in reading, reflection, communicating and research. Activities include class meetings and/or discussions, performance tasks, application activities, and reflections upon the assigned readings. They will complete a **differentiated instruction project** demonstrating their ability to design instruction to meet *all* students' needs. Students will be expected to exhibit the COEHS student dispositions (tolerance, responsibility, enthusiasm, caring, confidence, and ethical behavior) during class activities.

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

None.

VII. TEXTS AND RESOURCES:

Heacox, D. (2009). *Making differentiation a habit*. Minneapolis, MN: Free Spirit Publishing.

Tomlinson, C.A. (2005) *How to differentiate instruction in mixed-ability classrooms*. (2nd Ed.). Upper Saddle River, NJ: Pearson.

Graduate Students are required to purchase *LiveText*.

VIII. EVALUATION AND GRADING PROCEDURES

Students will be graded based upon their participation in class activities and successful completion of assignments, examinations, and the differentiated instruction project.

Grades will be awarded for performance on the following scale.

Percentage	Grade
90-100%	A
80-89%	B
70-79%	C
60-69%	D
0-59%	F

Task #1	20 points	10%
Task #2	30 pts	15%
Task #3	15 pts	7.5%
Task #4	25 pts	12.5%
Task #5	30 pts	15%
Task #6	25 pts	12.5%
Task #7	20 pts	10%
Task #8	25 pts	12.5%
<i>LiveText</i> Submission	10 pts	5%
Total:	200 pts	100%

Specific Assignment Requirements: See additional attachments for each task.

Assignments are due on Canvas by midnight on the day specified. Submission up to one week late will be still accepted with 3 pts deduction per day and up to 20 pts deduction per assignment. Assignments are not accepted after a week passed the due date.

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*. Students are expected and strongly encouraged to attend class regularly and on time in order to gain maximum benefit from the course. Class attendance will be checked and will be an explicit factor in the course grade as reflected in the class participation component. Students are responsible for all material missed due to class absences

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submissions - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of F in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889 (TDD).