MURRAY STATE UNIVERSITY
Course Syllabus

DEPARTMENT: ECE     COURSE NUMBER: EDU 637     CREDIT HOURS: 3

I. TITLE: Instruction for Diverse Students

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

III. PURPOSE:
This course examines the needs of a wide range of learners and effective methods and
strategies of instruction for the purpose of improving student learning. Teachers will
design exemplary instruction that responds to diverse student needs in the general
classroom. Teachers will reflect on their experience, and thereby provide leadership for
their school colleagues to enhance student learning.

IV. COURSE OBJECTIVES:
Class activities will be centered on the attainment of the course objectives listed below.
Following each objective, and enclosed in parentheses, are numbers which reference the
Kentucky Teacher Standards for Preparation and Certification (KTS) addressed by that
objective. Upon successful completion of this class, students will be able to:
A. identify learner differences and community expectations for students in the general
classroom and analyze student instructional needs planning for instruction. (KTS #2,
3, 4)
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)
C. conduct a literature review and develop article abstracts that provide detailed
information for each of the diverse needs identified in his or her classroom. (KTS #9)
D. develop differentiated instruction based on several models to improve learning and
motivation for students with a variety of needs in the general classroom. (KTS #2, 3)
E. modify curricula from traditional content to differentiate the instruction and
assessment for diverse students in the regular classroom (KTS #1, 2, 4)
F. include accommodations in the differentiated curriculum based on the developmental,
cognitive and affective characteristics of diverse students in the general classroom
(KTS #2, 5)
G. demonstrate how to apply Response to Intervention (RTI) to all school populations.
(KTS #1, 3, 8)
H. reflect on the design and implementation of the differentiated instructional plan and
his or her teacher leadership disposition and make changes to accommodate student
and community needs. (KTS #7, 8, 10)
I. learn the difference between assessment for learning and for assessment of learning.
The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by
requiring teachers to reflect upon on learners’ strengths and weaknesses in order to
design differentiated instruction and modify curricula to accommodate student and community differences.

The EPSB Themes – Diversity, Assessment, Literary/Reading, and Closing the Achievement Gap are course topics in the discussion, research, design implementation, and evaluation of an instructional unit that addresses the needs of diverse students to improve learning.

The disposition of Teacher Leader as advocate is addressed in this course by designing an instructional 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 disposition of dialogue/communication is addressed as teacher leaders share knowledge of innovative ways to meet student needs. Collaboration is promoted as teacher leaders’ work to construct the social and relationship networks needed to support students. Strategies for school change are explored as the teacher leader works to improve climate to support improved student achievement.

Course artifact for teacher leader portfolio: differentiated instructional unit with evaluation and reflection on the effectiveness of the curriculum to improve the learning of diverse students.

This course is designated for co-delivery by school practitioners from the service area to model the most successful strategies and techniques for addressing student diversity and differentiated instruction.

V. CONTENT OUTLINE:
A. The Diverse Classroom:
B. Survey of Diversity in the General Classroom
C. Characteristics of Diverse Students
D. Needs of Diverse Students
E. How Assessment Informs Instructional Decisions
F. Creating Assessments to Identify Needs
G. Creating Assessment to Inform Instruction
H. Instructional Accommodations: Models, Methods and Strategies
I. Learning Environments that Support Differentiation
J. Effective Instruction as a Basis for Differentiated Teaching
K. Accommodations for Special Education, Gifted, and ESL Students
L. Response to Intervention
M. Methods and Strategies for Teaching the Culturally Diverse
N. Creating the Instructional Unit
O. Implementing the Instructional Unit
P. Assessing, Evaluating, and Reflecting on the Instructional Unit

VI. INSTRUCTIONAL ACTIVITIES:
The course focus will be on the research and development of an instructional unit that will address the specific diverse needs of the students in the teacher’s classroom.

VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES: None

VIII. RESOURCES:
A consultant from the WKEC will demonstrate models of differentiated curriculum University libraries, and on-line resources.

IX. GRADING PROCEDURES:
<table>
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<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Research on diverse student needs</td>
<td>200</td>
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<tr>
<td>Response to intervention case study</td>
<td>200</td>
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<tr>
<td>Article abstracts (4 @ 25)</td>
<td>100</td>
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<tr>
<td>Differentiated lesson</td>
<td>250</td>
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<td>Presentation of lesson</td>
<td>100</td>
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<td>Final exam</td>
<td>100</td>
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<td>Participation</td>
<td>150</td>
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Grading Scale:
- 90-100  A
- 80-89   B
- 70-79   C

X. ATTENDANCE POLICY:
This course adheres to the attendance policy published in the current MSU Graduate Bulletin.

XI. ACADEMIC HONESTY POLICY
This course adheres to the academic honesty policy published in the current MSU Graduate Bulletin.

XII. TEXT AND REFERENCES:

Online:
National Dissemination Center for Children with Disabilities: [www.nichcy.org](http://www.nichcy.org)
Council for Exceptional Children: [www.cec.spied.org](http://www.cec.spied.org)
National Association for Gifted Children: [www.nagc.org](http://www.nagc.org)

XIII. PREREQUISITES: None

XIV. NON-DISCRIMINATION 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 other 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 Director of Equal Opportunity, Murray State University, 103 Wells Hall, Murray, KY 42071-3318. Telephone: 270-809-3155 (voice), 270-809-3361 (TDD).
Assignment Descriptions

**Characteristics Paper 200 pts.** Write an 8-10 page paper, double spaced, describing both common and different characteristics of students with mild mental retardation, learning disabilities, and behavior disorders. Be sure to include the typical needs and services usually provided for these students. Use at least seven sources other than your text. Paper should conform to the APA manual (5th Ed.).

**Article abstracts 100 pts.** Part of being a professional educator involves continuing to stay knowledge of current developments. Students are to select four (4) scholarly, peer reviewed articles to review. The topic of the selected journal articles must be a differentiated instruction and are dated no earlier than 2005. For this assignment, the student will write a review of the article to delineate what skill(s) was/were being taught to whom, by whom, why how, where, and when. Also, if available in the article, you should report on how the skill was measured and if the instruction was successful, (the results of the study). A detailed reflection of how you might use this procedure in the classroom, including how the procedure might be adjusted should be included. **25 pts ea.**

**Case study of student 200 pts.** Select a student in your class or school that is participating in the Response to Intervention process. Document each step of the process – what is the screening, (describe the differentiation; what and how; method of assessment; and) what and how often is remediation, and what is the next step. Collect data on the student’s progress.

**Differentiated Lesson Plans 250 points** Take two current lesson plans you have made and differentiate them for students with varying needs. Write the steps you used to make your decisions and why you made those decisions. Turn in both the original and differentiated plans.
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tr>
<td>8/20</td>
<td>Diversity of Students</td>
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<td>Mild Characteristics</td>
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<td>8/27</td>
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<td>9/10</td>
<td>Research</td>
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<td>9/17</td>
<td>What is Differentiated Instruction</td>
<td>Heacox Ch 1-2</td>
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<td>Grouping/Tiers</td>
<td>Heacox Ch 6-7</td>
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<td>Tomlinson Ch 11-13</td>
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<td>RTI</td>
<td>Heacox Ch 11</td>
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<td>Heacox Ch 10; 12</td>
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<tr>
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<td>Lesson Presentations</td>
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