Oregon State University
College of Education
SYLLABUS
Spring 2013

TCE 549 Teaching in a Differentiated and Diverse Classroom

Credits: 3 credits

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COURSE DESCRIPTION
This course addresses the philosophical framework, strategies, and assessment of differentiation to meet the needs of all students in the classroom.

Students in the Online Master of Education (EdM) program are expected to become self-directed learners who can identify and engage other professionals, networks, organizations, and other resources related to the issues discussed in the class. In part, students choose an issue to investigate using these professional resources either individually or as a small group.

COURSE INFORMATION
This is a three-credit course in the Master of Education (Ed.M) program, delivered via Blackboard. Within the course Blackboard site you will access the learning materials, tutorials, and syllabus; discuss issues; submit assignments; take quizzes; email other students and the instructor; participate in online activities; and display your projects. To preview how an online course works, visit the Ecampus Course Demo. For technical assistance, Blackboard and otherwise, see http://ecampus.oregonstate.edu/services/technical-help.htm.

Students with documented disabilities who may need accommodations should consult with the instructor at the beginning of the term, no later than the end of the first week. Course content will be made available in an accessible format upon request.

LEARNING RESOURCES

Course Textbook - Required

Course Textbooks - Recommended

Additional sources include:
- A variety of web sites
- Other readings available electronically at no cost to the student
LEARNING OUTCOMES

In this course students will:
1. understand differentiation by researching, analyzing, collaborating, and presenting the differentiated and diverse needs of students in his/her context
2. understand effective differentiated strategies and planning by preparing, delivering, and evaluating differentiated lesson plans that focus on students by design and self-reflection.
3. identify outside resources in an annotated bibliography to assist with differentiating in the classroom through independent research and peer collaboration.
4. synthesize learning by preparing an organized and engaging presentation for colleagues or community that expresses ideas and content from material learned in class.
5. participate in weekly discussions. In these discussions, students are expected to demonstrate clarity and focus of thought and ideas on relevant topics, while modeling appropriate collegiality and self-reflection.

LINK TO CONCEPTUAL FRAMEWORK, KNOWLEDGE BASE, NATIONAL AND STATE STANDARDS, AND PROGRAM OUTCOMES
This course supports the Professional Teacher and Counselor Education (PTCE) unit at Oregon State University as reflected in the College of Education mission which is to inspire and support teachers, counselors, educational leaders, researchers, and volunteers to promote lifelong learning in schools, colleges, universities, communities, and workplaces. Embracing an innovative spirit in teaching, research, service, and knowledge dissemination, we are committed to the values of diversity and social justice in a global society.

The PTCE unit Conceptual Framework is based on four foundational or core values that are listed below. To find out more about how the knowledge base relates to the National Council for Accreditation of Teacher Education (NCATE) guidelines, review the Conceptual Framework at the website: http://oregonstate.edu/education/accreditation/

1. Ethics and Professionalism
2. Reflective Practitioner
3. Lifelong Learners
4. Diversity and Equity

With respect to national standards, this course includes application of NCATE content knowledge, professional and pedagogical knowledge and skills, dispositions, and student learning. The state standards imbedded in this course include the design and implementation of instructional plans, classroom climate, collaboration, evaluation of student progress, emerging research, and improving opportunities for teaching and learning in an educational institution.

The Online Master’s program emphasizes the essential skills of an expert teacher to integrate the findings of one’s own research with that of the broader syntheses of education research, make appropriate instructional decisions, and advocate for and influence educational policies and programs to improve teaching and learning for all students. This course addresses program outcomes in the three domains: Informed Practitioner (IP), Reflective Researcher (RR), and Professional Leader and Advocate (PLA). The specific program outcomes for this course have been identified as (primary outcomes in bold italics):
- Informed Practitioner (3) - Is knowledgeable about ways of representing and transforming subject matter to make it comprehensible to all students.
- Informed Practitioner (4) - Has a comprehensive view of educational contexts (e.g., family, school, community, and cultures) and their potential impact on teaching and learning.
• **Informed Practitioner (5)** - Has deep understandings of the intellectual, social, and emotional development of students and differentiates instruction to meet the learning styles and needs of all students.

• Reflective Researcher (8) - Is well versed in the professional literature (research and theory) and understands how to integrate “best practices” within particular teaching situations.

• Professional Leader and Advocate (12) - Is a self-directed learner, develops professional networks, and collaborates with colleagues to enhance excellence in job performance and advance teaching as a profession.

• Professional Leader and Advocate (13) - Is a self-directed learner, develops professional networks, and collaborates with parents, colleagues, and members of the community in order to bring a broader perspective to the education of students in a democratic society.

**COURSE TOPICS**

- Understanding the needs of all students in your classroom
- Creating structural support in the classroom to value differences and diversity
- Designing differentiated lessons that meet the needs of all students
- Assessing and grading student work in a standards-based, differentiated environment
- Understanding when and how to utilize school and community resources to support student learning
- Providing leadership in differentiation within your school and community

**REQUIRED ASSIGNMENTS**

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<th>Assignment</th>
<th>Description</th>
<th>Points</th>
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<td><strong>Assignment #1</strong>: Understanding the differentiated and diverse needs of your students.</td>
<td>Research the diversities and differences represented in your current classroom, prepare an organizational chart, and post a narrative and reflection. Collaborate with peers to fill gaps in your knowledge about specific areas of diversity and difference.</td>
<td>30</td>
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| **Assignment #2**: Preparing, delivering, and evaluating differentiated lessons and plans.                                                                                           | Research, try, evaluate and reflect on three differentiation strategies you incorporate into lessons during the term:  
  a. Differentiate a lesson or series of lessons using one or more types of grouping. (20 points)  
  b. Design, deliver, and assess a differentiated lesson or series of lessons. (40 points)  
  c. Incorporate a differentiated technique into your learning environment to make it more inclusive.                                                                 | 60     |
| **Assignment #3**: Identifying outside resources to assist in differentiation.                                                                                                           | Create an annotated bibliography of outside sources that utilizes research and plan the appropriate use of outside resources to assist students in your classroom. Collaborate with peers, colleagues and others to incorporate these resources into your learning environment and lessons. Suggested number of outside resources is 7. | 20     |
| **Assignment #4**: Synthesis of learning.                                                                                                                                            | Plan for future differentiation and prepare a presentation for your colleagues or community.                                                                                                                | 40     |
Weekly Discussions

Participation in the discussions and collaboration with your peers is essential to your learning and the learning of others. Your participation will be evaluated on contributions that demonstrate sound research, clarity of thinking, focus of ideas, appropriateness and relevance to the topic, respect for others, collegiality, and self-reflection. Proper spelling and grammar are expected in all postings.

- Week 1: 10 points possible
- Week 2: 10 points possible
- Week 3: 10 points possible
- Week 6: 10 points possible
- Week 7: 10 points possible
- Week 8: 10 points possible
- Week 9: 10 points possible

Total Points 220

EVALUATION OF STUDENT PERFORMANCE

Student Academic Expectations

- Login to the class site often, prepared to engage in dialogue with colleagues
- Prepare materials and think critically about resources
- Demonstrate clarity of ideas, application of knowledge, and appropriate and relevant contributions in class discussion
- Exhibit insight and reflection through self-evaluation
- Prepare assignments, delivered on time, that meet all the criteria
- Recognize and follow rules of confidentiality when sharing information about students, their abilities, and challenges
- Recognize and respect the ideas and skills of colleagues and experienced professionals
- Participate actively and positively in class activities
- Identify and engage other professionals, networks, organizations, and other resources related to the issues discussed in the class

Grading Scale

Grades will be assigned according to this scale:

A = 93-100%  
A- = 90-92%  
B+ = 87-89%  
B = 83-86%  
B- = 80-82%  
C+ = 77-79%  
C = 73-76%  
C- = 70-72%  
D+ = 67-69%  
D = 65-66%

STUDENTS WITH DISABILITIES

Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 737-4098
EXPECTATIONS FOR STUDENT CONDUCT
Student conduct is governed by the university’s policies, as explained in the Office of Student Conduct: information and regulations.

Academic Integrity
Students are expected to comply with all regulations pertaining to academic honesty, defined as: An intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work. For further information, visit Avoiding Academic Dishonesty, or contact the office of Student Conduct and Mediation at 541-737-3656.

Attendance, Promptness, and Participation
Learning from each other during class discussions and group work is crucial to your learning in the course this term; thus it is vital that you be on time and ready to take part in class work.

Conduct in this Online Classroom
Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university’s regulations regarding civility. Students will be expected to treat all others with the same respect as they would want afforded themselves. Disrespectful behavior to others (such as harassing behavior, personal insults, inappropriate language) or disruptive behaviors in the course (such as persistent and unreasonable demands for time and attention both in and out of the classroom) is unacceptable and can result in sanctions as defined by Oregon Administrative Rules Division 015 Student Conduct Regulations.

Incompletes
A grade of Incomplete may be requested after the 8th week of the course by emailing the instructor if the student has been diligent in posting the work and responding to classmates and has satisfactorily completed at least 75% of the work of the course. Incomplete work will not be penalized except for missed opportunities for participation. According to OSU policy, a grade of Incomplete is accompanied by the grade earned if the coursework is not completed. That grade will replace the Incomplete at the end of one calendar year. Special arrangements for completing an online course should be arranged in advance with the instructor.

Late Work Policy
All work is expected on the due date or before. If you are unable to meet a specific deadline, please discuss with the instructor prior to the due date. Late work will be marked down unless this has been negotiated with the instructor.
COURSE SCHEDULE AND ASSIGNMENTS

Information about the course schedule, assignments, grading scale, and other requirements are posted by name under navigational buttons on the Blackboard site menu.

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<th>Session</th>
<th>Topic</th>
<th>Assignments</th>
<th>Outcomes</th>
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| Week 1 | Preparing for Differentiation: Understanding Differentiation | • Post Self-Introduction  
• Read textbook and conduct research on topic  
• Post understanding of differentiation  
• Respond to colleagues | IP5, PLA12 |
| Week 2 | Preparing for Differentiation: Understanding Your Students' Needs | • Read presentation and conduct research on topic  
• Identify learning characteristics and influences of each child in your classroom  
• Prepare and submit classroom chart (Assignment #1)  
• Post narrative of your findings  
• Respond to colleagues | IP5, PLA12 |
| Week 3 | Preparing for Differentiation: Understanding Yourself | • Read presentation and conduct research on topic  
• Complete Classroom Practices Inventory  
• Post narrative on differentiation strategies  
• Respond to colleagues | IP5, PLA12 |
| Weeks 4 & 5 | Differentiated Lessons for Individuals and Groups | • Read presentation and conduct research on topic  
• Choose, teach with and evaluate a grouping strategy, differentiated instructional strategy and assessment procedure  
• Post narrative and reflection  
• Respond to colleagues | IP3, IP4, IP5, PLA12 |
| Week 6 | Assessing & Grading Differentiated Assignments | • Read presentation and conduct research on topic  
• Choose, teach with, and evaluate a differentiation grouping, instructional strategy and assessment procedure  
• Post reflection on differentiation assignment #2 and respond to colleagues. | IP3, IP5, RR8, PLA12 |
| Week 7 | Accommodating Student Preferences | • Read presentation and conduct research on topic  
• Change aspects of your classroom environment  
• Respond to colleagues | IP3, IP4, IP5, RR8, PLA12 |
| Week 8 | Accessing Outside Resources | • Read presentation and supplemental materials  
• Compile information about available resources  
• Post descriptions of resources and requests for information  
• Respond to colleagues | IP3, IP4, IP5, PLA12 |
| Weeks 9 & 10 | Planning for Future Differentiation and Advocacy | • Prepare a presentation for colleagues, parents, administration, or school board  
• Post the presentation  
• Respond to colleagues | IP4, IP5, PLA12, PLA13 |
| Week 11 | Course Evaluation | • No final exam  
• Complete online course evaluation |