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| **CARE*****The Conceptual Framework of the College of Education****The College of Education is dedicated to the ideals of* ***C****ollaboration,* ***A****cademic* ***E****xcellence,* ***R****esearch, and* ***E****thical Practice.* *These are key tenets in the Conceptual Framework of the College of Education.  Competence in these ideals will provide candidates in educator preparation programs with skills, knowledge, and dispositions to be successful in the schools of today and tomorrow.  For more information on the College’s Conceptual Framework, visit: www.coedu.usf.edu/main/qualityassurance/ncate\_visit\_info\_materials.html* |

## Course Prefix And Number: EDE 4301

**Course Title:** Instructional Planning for Diverse Learners

**Instructor:**

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**Course Prerequisites**: None

**Course Description:** The purpose of this course is for undergraduate teacher candidates to understand the developmentally appropriate, research-based theories and practices that support children’s learning. This includes:

* incorporating instructional strategies for diverse learners,
* accessing resources for development of *integrated* and *innovative* lessons,
* differentiating instruction to support *inclusive* practices, and
* using formal and informal assessment data to guide instructional decision-making.

An *inquiry* lens is used throughout to explore the key question: *How do learner differences inform and impact planning and instruction?* Current knowledge of *innovative* best practices in differentiated instruction are also explored as a means for meeting the diverse needs of all students in elementary classrooms through the *inclusion* of English Language Learners and students with exceptionalities.

\*This is an ESOL infused course (Domain 4, Standard 1 and Domain 4, Standard 2) with an emphasis on curriculum materials and resources for English Language Learners (3 undergraduate credits).

**Course Hours/Times:** Thursday 12:45pm-3:30pm

**Course Objectives:**

Objectives Related to Planning for Equitable Instruction:

1. The Undergraduate Teacher Candidate, guided by state and national standards, will apply concepts from human development and learning theories to plan and teach coherent, data-driven, sequenced instruction that acknowledges student differences (e.g. ELLs, students with disabilities, gifted learners) and leads to student.
2. The Undergraduate Teacher Candidate will recognize the various ways elementary learners exhibit difference (language, culture, learning style, ability, etc…) and incorporate their understanding of these differences into instructional planning.
3. The Undergraduate Teacher Candidate will understand the principles of differentiated instruction, differentiate instruction, assessment, and the classroom environment to accommodate a variety of learning styles and varying levels of knowledge, and use a variety of formative and summative assessments to diagnose students’ learning needs and plan a unit of differentiated lesson plans for diverse learners.
4. The Undergraduate Teacher Candidate will develop educational experiences for diverse learners, including ELLs, which emphasize content integration and require demonstration a variety of applicable skills and competencies.
5. The Undergraduate Teacher Candidate will use a variety of research-based instructional strategies (e.g. cooperative learning, hands-on experiences, modeling, think-alouds, content area literacy strategies, integration, inquiry, higher order questioning, centers, assistive technologies) and resources to plan effective instruction for and teach diverse learners.
6. The Undergraduate Teacher Candidate will align learner objectives with a variety of formative and summative assessments to diagnose students’ learning needs, provide specific feedback, and adjust instruction to promote mastery among all students. Explore the use a variety of formative and summative assessments.
7. The Undergraduate Teacher Candidate will use visual arts, music, movement/dance in planning instruction that integrates strategies for developing and appropriately assessing these creative responses into the K-6 curriculum.
8. The Undergraduate Teacher Candidate will integrate current information and communication technologies to support teaching and learning.

Professional Objectives:

1. The Undergraduate Teacher Candidate will incorporate reflection, data informed research, collaborative partnerships, and professional growth opportunities to inform lesson planning for diverse learners.
2. The Undergraduate Teacher Candidate will use and model clear, acceptable oral and written communication.

The Undergraduate Teacher Candidate demonstrates understanding of ethical practices in planning instruction and adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C., and fulfills the expected obligations to students, the public, and the education profession.

**Course Schedule:**

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| --- | --- | --- | --- |
| **Date** | **Course Content** | **Text To Read for Class Today (items marked with © are on Canvas)** | **Assignments Due** |
| Week 11/8 | • Introduction to curriculum • Curriculum in the news • 4- Is • Course question: How do learner differences inform and impact planning and instruction? | * In-class readings:
* ©Willing to be Disturbed
* News articles related to curriculum issues
* ©Lesson Plan templates
 |  |
| Week 21/15 | * What is curriculum?
* Exploring the Common Core and Fl standards
* Lesson Template- standards
 | • ©Eisner- The 3 Curricula That All Schools Teach AND o ©Banks- Curriculum Reform Approaches ORo Sleeter- Introduction AND chapter 1  |  |
| Week 31/22 | * What is culture?
* Why does culture matter? • Identity
* Lesson Template-Objectives
 | * ©Ladson-Billings- Seeing Culture, Seeing Color
* ©Banks- The Colorblind Perspective
 | Community Investigation |
| Week 41/29 | * How students learn
* Lesson Template- Essential Understanding, Rationale
 | * ©How Students Learn- introduction
* Tomlinson & Moon- Chapter 1
 | Student Learner ProfileStandard Selection  |
| Week 52/5 | Introduction to Backwards Design • Lesson Template- Content Knowledge, Background Knowledge, Misconceptions | * Wiggins & McTigue -

Introduction AND Chapter 1 * Sleeter- Chapter 2
 | Think, Think, Think Sheet |
| Week 62/12 | * Teaching Big Ideas
* Essential Questions and Essential Understandings
 | * Sleeter Chapter 3
* Wiggins & McTigue- Ch. 2, 3 AND 4
 | Unit Stage 1 Draft (flexible) |
| Week 72/19 | Differentiation | * Tomlinson- Chapters 1-7
* Wiggins & McTigue- Ch. 5
 | Unit Stage 1 Draft(flexible) |
| Week 82/26 | • Differentiation • Course question: **How do learner differences inform and impact planning and** **instruction?** | * Tomlinson- Chapters 8-14
* Wiggins & McTigue- Ch. 6 AND 7
 | Comments on 2 Peers’ Blog Posts |
| Week 93/5 | NO CLASS | SPRING | BREAK |
| Week 103/12 | NO CLASS | SPRING | BREAK |
| Week 113/19 | Assessment | * Tomlinson & Moon- Chapters 2-4
* ©Hockett & Doubet- Preassessment OR
* ©Brookhart- Giving Feedback
 | Unit Stage 2 Draft |
| Week 123/26 | Assessment  | * Tomlinson & Moon- Chapters 5-6
* Sleeter- Chapter 4 OR
* Sleeter- Chapter 5
 | Comments on 2 Peers’ Blog Posts |
| Week 134/2 | Students as Curriculum • Course question: **How do learner differences inform and impact planning and** **instruction?**  | * Sleeter Chapter 6
* ©Dong- Bridging for ELL
 | Unit Stage 3 Draft  |
| Week 144/9 | * Integrating the Arts
 | * Wiggins & McTigue- Ch. 11
* ©Beghetto & Kaufman- Creativity
* ©Isbell & Raines- Creativity
 | Performance-Based Evidence Draft |
| Week 154/16 | Cooperative Learning Strategies | • Sleeter Chapter 7 • ©Kagan- Cooperative Learning Strategies • ©Kagan- 6 Concepts of Cooperative Learning  | Comments on 2 Peers’ Blog Posts |
| Week 164/23 | • Putting Theory to Practice • Course question: **How do learner differences inform and impact planning and** **instruction?**  | * Sleeter Chapter 8 AND 9
* ©Peterson- Teaching Students to Read the World
* ©Cowhey- Chapter 4
 | * Final Unit (Stages 1-3)
* PBE
* Rubric
* Caregiver Letter
 |
| Week 174/30 | **EXAM WEEK** |  | * Final Synthesis Blog Post
 |

**Course Required Materials:**

1. Sleeter, C.E. (2005). *Un-standardizing curriculum: Multicultural teaching in the standards-based classroom*. New York: Teacher’s College Press.

2. Tomlinson, C.A. (2001). *How to differentiate instruction in mixed-ability classroom*s. Alexandria, VA: ASCD.

3. Tomlinson, C.A. & Moon, T.R. (2013).  *Assessment and student success in a differentiated classroom*. Alexandria, VA: ASCD.

4. Wiggins, G. & McTigue, J. (2005). *Understanding by design*. Alexandria, VA: ASCD.

5. Selected readings available on Canvas

6. Chalk and Wire account.  ID # can be purchased from USF bookstore.

7. Blog as Professional Web Space

Optional Materials and Texts:

1. *Understanding by Design*workbook

**Course Assignments:**

Several assignments are *Critical Tasks*. These assignments, noted with an asterisk (\*) must be posted on the electronic portfolio (Chalk and Wire). You must score a 3 or higher on the Chalk and Wire rubric in order to pass the course. You are responsible for submitting the assignment to Chalk and Wire at the time you submit a hard copy of the assignment for evaluation. If you do not meet the required score, you will be given feedback and will revise and resubmit your assignment to Chalk and Wire; however, the original score will be used to compute your course grade. **The Critical Assignment must be submitted to Chalk and Wire by the due date in order to receive a passing grade for the course.**

The College of Education website has a link to Chalk and Wire for information about training and assistance.

1. **\*Student and Community Profiles Assignment:** **(50 total points) *Critical Task****:* ***ESOL Standard 1.1***

**Part 1: Student Learner Profiles (25 points)**

**A) Demographic Information (5 points)**

1. Complete the class demographics chart. Record number of students in the ‘total’ column. In the comments or anecdotal notes column, include additional information. For ELL students this might include specific student names, stages of language acquisition, and necessary accommodations. For RtI, you might include the students and the services/accommodations they receive.

**B) Learning About Your Students (10 points)**

1. Collect observational data on the learners. List their names (first names only) and create anecdotal notes. What do you notice about their learning styles? Their interests? How do they learn best? Readiness? Type of instruction they prefer?
2. Create and distribute an interest inventory and a learning style or multiple intelligence inventory to your students.
	1. Some sample inventories you could use are on Blackboard.
	2. You can also find many examples of these surveys or inventories online. Use this information to assist you in completing the next step.
3. Summarize and synthesize your findings on your class briefly identifying strengths, challenges, and questions that arise regarding your students.

**C) Summary Reflection (10 points)**

1. Write a brief summary and include a reflection on what you learned about your students and what these findings mean as you plan instruction.

**Part 2: Community Investigation (25 points):**

**A) Individual Work (20 points)**

1. Complete a KLEW chart about your school’s neighboring community
2. Research the history of your school using several sources of data that can include newspaper articles, school website data, information from the school’s archives, etc. One source of data MUST be an interview with a community member or senior faculty member. The following interview questions must be included, although you should ask other questions to probe for detail:
	1. How has this community changed over time?
	2. What partnerships have been developed between the community and school?
	3. What challenges have this community faced?
	4. What is important to know about this community?
	5. What is the best part about being part of this community?
3. Analyze maps showing the attendance boundaries of your school. What neighborhoods are included? How many people live here? Do they live in houses or apartments? What is the demographic information for these neighborhoods?

Turn in: individual KLEW sheet, interview transcript, and a discussion of how this investigation helps you better understand your school community and your students.

**B) Group Work (5 points)**

1. With your group-mates, split the attendance map into sections and drive around the community. During your drive, collect observation data through digital photographs and field notes.
2. Once all data has been collected and analyzed, create a presentation (using Prezi, PowerPoint, or other media) with your group-mates that makes a few data-supported conclusions about the community. Also, address further wonderings that you have about the community. Your presentation during seminar should include the following:
	1. Combine your individual KLEW charts to make a group KLEW
	2. An engaging summary of your group’s research findings
	3. Photos
	4. Interesting quotes from your interviews
	5. What assumptions about the community were challenged as a result of this inquiry
	6. Your group’s further wonderings

Turn in: One copy of your group’s presentation. Make sure to list all group members’ names.

1. **\*Differentiated Instruction Unit (160 total points, broken up into several components) *Critical Task:***

Using the information gleaned from the Student Learner Profiles Assignment, you will select a topic appropriate for instruction within your specific school setting and curricular context. Through the unit plan, you will demonstrate your ability to use standards, data, and an array of differentiated instructional strategies to sequence, design, deliver, and assess meaningful learning experiences.

* Throughout your unit, you will make recommendations for adaptations to the learning environment, instruction, resource materials, and assessments to accommodate for diverse learners, including ELLs at all levels and students with disabilities. At least one component of your unit will include arts integrated instruction.

Further criteria will be discussed in class.

B. **Other** **Formative Assignments/Assessments** (Points and/or %)

**1. Reflective Journal of Learner Differences (10 points each/100 total points)**

During your daily observations in your classroom, you will collect data in the form of a reflective journal.

You should specifically focus on the following:

* + - Examples of learner differences and the impact of these differences on instruction
		- Instances in which your teacher incorporates or addresses learner differences in instruction and management
		- Instances when learner differences were not addressed and changes that could be incorporated
		- Consider additional resources that may guide your understanding of the students’ experiences, particularly ELLs

You are responsible for a minimum of ten posts.

**Final Synthesis post**

For your final post, synthesize your learning over the course of the semester to address the inquiry question, ***How do learner differences inform and impact planning and instruction?*** Your response must include a discussion of why it is important to know your students and the school community, how specific teaching methods can help you meet students’ needs, and instructional and classroom management implications for your future teaching practice, and your related goals for the fall practicum experience.

**\***This assignment is to be completed online, by writing a blog.

This project has been approved through the Hillsborough County Public Schools Research Review process.  Note that individual student information is protected under the Family Educational Right and Privacy Act (FERPA). The University of South Florida and the Hillsborough County Public Schools both want to ensure that students¹ records are protected and that teachers and potential teachers have the most appropriate training opportunities. Student information (K-12) collected for this task will NOT include information that identifies the individual student and any information/data collected will NOT be retained (e.g., videos with students in them, copies of student work, audio recordings of student interviews, etc.) past the completion of the course and the assignment of a grade by the instructors/professors.²

**Evaluation Of Student Outcomes**:

Grades will be calculated by dividing the total points earned by the total points possible and multiplying the value by 100. Total points possible for this course is 310.

Grading Scale:

97-100 A+ 94-96 A 90-93 A-

87-89 B+ 84-86 B 80-83 B-

77-70 C+ 74-76 C 70-73 C-

67-69 D+ 64-66 D 60-63 D-

60 or below F

**Grading Criteria**:

|  |  |  |
| --- | --- | --- |
|  **Assignment** |  **Points** |  **Assessment Method** |
| Student Learner Profiles Activity |  50 points | Rubric/CW Task |
| Differentiated Unit* Stage 1
* Stage 2
* Stage 3
* Performance-Based Evidence
* Rubric
* Parent Letter
 |  160 points total* 30 points
* 30 points
* 30 points
* 20 points
* 20 points
* 20 points
* 10 points for communication element of these tasks
 | Rubric/CW Task |
| Reflective Blog highlighting learner differences (10 total entries) |  10 pts. each/100 total | Rubric |

**General Policies:**

**Professional Conduct:**

You are a professional and as such, you are expected to conduct yourself in that manner during all activities associated with this course, including class and on-line discussions, and out of class assignments. Appropriate interactions between and among students and instructor are expected at all times.

Attendance- Attendance is a professional expectation. Because much of the learning is designed for group activities, your attendance is required. If you will not be in class you are responsible for notifying the instructor prior to the class time by email or voice mail. It is also your responsibility to get the missed content from another student. Any absence, regardless of reason, will result in loss of participation points and may not be made up. Students are allowed one absence without the overall course grade being impacted. Subsequent absences will result in course grade being lowered by one letter grade per absence without authorization from course instructor.

Tardiness- Prompt arrival to class is also a reflection of involvement and professionalism. Because many extraneous factors can influence arrival time, two tardies (30 minutes or less) can be overlooked. However, beyond two, your class participation points, and ultimately, your final grade will be negatively impacted. Missing more than 30 minutes of class will be considered an absence.

Assignments- We expect you to complete all assignments punctually and professionally as a natural part of your transition from being a student to becoming a professional teacher. Late assignments may result in a reduced grade. Assignments should be professional in appearance and free from any mechanical errors. Any and all instances of plagiarism will result in appropriate disciplinary action. *All* work must be duly cited, APA style. Assignments are due on the specified date, no exceptions. No make-up work or extra credit will be given.

**Academic Integrity:**

Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner and includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Academic integrity is a basic guiding principle for all academic activity and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts.

**Academic Dishonesty:**

Plagiarism is defined as "literary theft" and consists of the unattributed quotation of the exact words of a published text or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public-at-large, must be attributed to its author by means of the appropriate citation procedure. Citations may be made in footnotes or within the body of the text. Plagiarism also consists of passing off as one's own, segments or the total of another person's work.

Punishment for academic dishonesty will depend on the seriousness of the offense and may include receipt of an "F" with a numerical value of zero on the item submitted, and the "F" shall be used to determine the final course grade. It is the option of the instructor to assign the student a grade of "F" of "FF" (the latter indicating dishonesty) in the course.

The University of South Florida has an account with an automated plagiarism detection service that allows instructors to submit student assignments to be checked for plagiarism. I reserve the right to 1) request that assignments be submitted to me as electronic files and 2) electronically submit to SafeAssignment.com, or 3) ask students to submit their assignments to SafeAssignment.com through myUSF. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized.

Check The OWL APA formatting guide for help with citations: <https://owl.english.purdue.edu/owl/resource/560/01/>.

**What is Plagiarism?** (from <http://www.uflib.ufl.edu/msl/07b/studentplagiarism.html>)

You probably understand plagiarism as stealing someone else's words as your own. In fact, there are many different kinds of plagiarism. The top 4 types are:

* Duplicating Publication

You cannot reuse/recycle your own paper/words for use in another assignment without explicit permission from the instructor. This is plagiarism and it is possible to plagiarize **yourself** if you don't give credit to your own work.

* Stealing

This is exactly what it sounds like! If you take a sentence or a unique turn of phrase and pass it off as your own, this is stealing. It is stealing even if you paraphrase the author’s words and don't cite your source.

* Misquoting

When you quote another author in your own work, always be sure to quote exactly what was said. Never change or misrepresent another's words to make your own argument stronger.

* Insufficient Paraphrasing

Taking an author's words and changing them slightly, without quoting the actual text is plagiarism. If you can't say at least two-thirds of the passage in your own words, put the author's text in quotes and reference the source. Instructors can easily tell when this happens because everyone has their own style of writing and seeing styles change throughout a document is a red flag that plagiarism has occurred.

**Web Portal Information:** Every newly enrolled USF student receives an official USF e-mail account that ends with "mail.acomp.usf.edu." Every official USF correspondence to students will be sent to that account. Go to the [Academic Computing](http://www.acomp.usf.edu) website and select the link "Activating a Student E-mail Account" for detailed information.  Information about the USF Web Portal can be found at: [http://www.acomp.usf.edu/portal.htm](http://www.acomp.usf.edu/portal.html).

**ADA Statement:** Students in need of academic accommodations for a disability may consult with the office of Services for Students with Disabilities to arrange appropriate accommodations. Students are required to give reasonable notice (typically 5 working days) prior to requesting an accommodation.

**USF Policy on Religious Observances:** Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second class meeting.

**FERPA:** The Family Educational Rights and Privacy Act is a Federal law designated to protect the privacy of a student’s education records and academic work. The law applies to all schools and universities that receive funds under an applicable program of the U.S. Department of Education and is applicable to students at USF as well as the students in our partnering schools. All files, records, and academic work completed within this course are considered educational records and are protected under FERPA. It is a student’s right to expect that any materials you submit in this course will not include names or other identifying information.  The exception will be only when you have given written consent

**Florida Department of Education**

**Accomplished Practices—Pre-professional Level**

The following Accomplished Practices must be demonstrated prior to graduation from the program.

1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:

a. Aligns instruction with state-adopted standards at the appropriate level of rigor;

b. Sequences lessons and concepts to ensure coherence and required prior knowledge;

c. Designs instruction for students to achieve mastery;

d. Selects appropriate formative assessments to monitor learning;

e. Uses diagnostic student data to plan lessons; and

f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:

a. Organizes, allocates, and manages the resources of time, space, and attention;

b. Manages individual and class behaviors through a well-planned management system;

c. Conveys high expectations to all students;

d. Respects students’ cultural linguistic and family background;

e. Models clear, acceptable oral and written communication skills;

f. Maintains a climate of openness, inquiry, fairness and support;

g. Integrates current information and communication technologies;

h. Adapts the learning environment to accommodate the differing needs and diversity of students; and

i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

a. Deliver engaging and challenging lessons;

b. Deepen and enrich students’ understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;

c. Identify gaps in students’ subject matter knowledge;

d. Modify instruction to respond to preconceptions or misconceptions;

e. Relate and integrate the subject matter with other disciplines and life experiences;

f. Employ higher-order questioning techniques;

g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;

h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;

i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and

j. Utilize student feedback to monitor instructional needs and to adjust instruction.

4. Assessment. The effective educator consistently:

a. Analyzes and applies data from multiple assessments and measures to diagnose students’ learning needs, informs instruction based on those needs, and drives the learning process;

b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;

c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;

d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;

e. Shares the importance and outcomes of student assessment data with the student and the student’s parent/caregiver(s); and

f. Applies technology to organize and integrate assessment information.

5. Continuous Professional Improvement. The effective educator consistently:

a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students’ needs;

b. Examines and uses data-informed research to improve instruction and student achievement;

c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;

d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;

e. Engages in targeted professional growth opportunities and reflective practices; and

f. Implements knowledge and skills learned in professional development in the teaching and learning process.

6. Professional Responsibility and Ethical Conduct. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C., and fulfills the expected obligations to students, the public and the education profession.