

**GRADUATE COUNCIL
NEW COURSE PROPOSAL**

Please submit the typed original with all required signatures to the Graduate Council

Course syllabus must be attached and completed according to Fitchburg State guidelines

Form functionality most compatible using Adobe Acrobat 9 and newer.

Course Title: Differentiating Content Instruction

Banner limit of 30 characters, including punctuation, spaces, and special characters.

Banner Abbreviation:

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Faculty member(s) who
are creating the course: Education Department

Contact Person: Brenda L. Plante

Graduate Program Proposing Change: OAP Curriculum & Teaching

Course Description:

This course will address instructional strategies that reflect high expectations, engagement of students with diverse learning styles, needs, interests, and levels of readiness with a focus on content area instruction. Students learn to create safe and collaborative learning environments that respect student differences and backgrounds. They learn to develop differentiated lessons in collaboration with colleagues. Lessons are designed following instructional practices that reflect high expectations regarding content and quality of effort. This course involves embedded experiential (field-based) learning components.

Rationale for Offering the Course:

This course is being offered as one of the prescribed courses in the Online/Accelerated Curriculum and Teaching M.Ed. Program to address the critical component of differentiating instruction to meet students diverse learning needs in inclusive classrooms. Regardless of the state in which one is teaching a standard for effective teaching addresses inclusive classrooms. MA - Indicator 2.A.3: Uses appropriate practices, including tiered instruction and scaffolds, to accommodate difference sin learning styles, need,s interests, and levels of readiness, including those of students with disabilities and English learners interests, and levels of readiness. CT - Domain 3, 3B: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies. NY - Element III.4: Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students, and promote achievement.

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one provide
rationale:Credits: 3Level: ☐ 7000 ☒ 8000 ☐ 9000Brief
rationale for
level choice:

Additional Requirements: Laboratory Hours: _____

Pre-Practicum Hours: _____

Practicum Hours: _____

Fieldwork Hours: _____

Other (specify): Embedded experiential learning components

Prerequisite course(s) if any: _____

This course will be: ☒ a Required Course ☐ an Elective Special/Note: _____Course is a replacement for
(Course Number/Name): SPED 8011 Differentiating Content Instruction in Inclusive ClassroomsHas the course been offered previously as a "Topics" course? ☐ Yes ☒ No

If yes, How often? _____

What is the Expected Average Enrollment?: 30Which semester will this course first be offered?: Fall 2018How often thereafter to be offered?: YearlyDoes this course affect offerings in any other department or program? ☐ Yes ☒ No If yes, please explain.Is this an Extended Campus course? ☐ Yes ☒ No

**GRADUATE COUNCIL
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Course syllabus must be attached and completed according to Fitchburg State guidelines.

☒ Course Syllabus is Attached[Print Form](#)☒ Reviewed by Dean: Dr. Bruno Hicks**Required Signatures—Graduate and Continuing Education New Course Approval**Course Developer: *Brenda L. Plante* Date: 4/6/18Department Chair: *Nancy L. Murray* Date: 3/26/18Graduate Council Chair: *Gene M. Scappone* Date: 4/3/18
(Indicates Graduate Council approval)President: *Richard S. Lapides* Date: 5/5/18

FITCHBURG STATE UNIVERSITY

Curriculum and Teaching - Non-Licensure, Online Accelerated M. Ed. Program Comprehensive Syllabus

(Instructor will add in formats of their choosing for discussions, small group sharing, journaling, etc.)

SPED 8XXX

Topics in Differentiating Content Instruction in Inclusive Classrooms (3 Credits)

Instructor: TBD

Office Hours: TBD

Contact Information: TBD

A. COURSE DESCRIPTION:

This course will address instructional strategies that reflect high expectations, engagement of students with diverse learning styles, needs, interests, and levels of readiness with a focus on content area instruction. Students learn to create safe and collaborative learning environments that respect student differences and back grounds. They learn to develop differentiated lessons in collaboration with colleagues. Lessons are designed following instructional practices that reflect high expectations regarding content and quality of effort. This course involves embedded experiential components.

B. TEXTS:

Hall, T. E., Meyer, A. & Rose, D. H. (Eds.). (2012). *Universal design for learning in the classroom: Practical applications*. New York: The Guilford Press.

Tomlinson, C.A. (2011). *Leading and managing the differentiated classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.

Tomlinson, C. (2014). *The differentiated classroom: Responding to the needs of all learners*. (2nd ed.) Alexandria, VA: Association for Supervision and Curriculum Development.

Fitchburg State University Teacher Preparation Programs. (2012). *Conceptual framework*. Fitchburg, MA: Author. [Online] Available: <http://www.fitchburgstate.edu/academics/academic-departments/education-unit/conceptual-framework/>

Fitchburg State University Educator Preparation Programs. (2003-2016). *Conceptual framework*. Fitchburg, MA: Author. Retrieved from <http://www.fitchburgstate.edu/edunit/ConceptualFramework2.cfm>

Additional readings are listed under the topical outline section.



Fitchburg State University Education Unit Conceptual Framework

C. COURSE OBJECTIVES

1. Candidates will be able to create differentiated learning opportunities for all students based on data.
2. Candidates will be able to administer and interpret various forms of data to inform instruction.
3. Candidates will be able to create a unit of study that differentiates for all learners.
4. Candidates will be able to analyze and synthesize information on strategies that support differentiated instruction in the classroom.

D. INSTRUCTIONAL STRATEGIES:

- | | |
|---|--|
| <ul style="list-style-type: none"> X Blackboard platform X Collaborative Learning X Computer Application X Creating Visual Illustrations of Concepts <li style="padding-left: 20px;">Data Collection and Analysis <li style="padding-left: 20px;">Discovery X Discussion/Questioning X Independent Learning | <ul style="list-style-type: none"> X Independent Research <li style="padding-left: 20px;">Interviewing X Lecture/Presentation X Problem Finding/Solving X Reflective Response <li style="padding-left: 20px;">Role Playing/Simulation X Viewing or Listening and Discussion Other _____ Other _____ |
|---|--|

E.

COURSE REQUIREMENTS

Participation:

- Participation in online class discussions and group assignments is expected. All candidates are responsible for meeting required deadlines on projects and assignments; your ability to complete tasks in a timely fashion demonstrates professional maturity and an ability to organize and manage time. Completion of assigned reading is imperative to your individual development as a professional.
- All of these behaviors regarding preparation and meeting deadlines are critical for successful teaching and thus are factored into the final grade.

Assignment Expectations:

All assignments should be completed as a word document and emailed to the instructor through the assignment tab on Blackboard. Please label your documents with your last name and the assignment name. For instance, if I were submitting the lesson, I would save it as (yourlastname)lesson. Please copy and paste the criteria sheet into the assignment. Five points will be deducted from grade for any assignments without criteria sheets.

The following guidelines should be followed closely when completing assignments. Points will be deducted if

these guidelines are not followed:

- Please proofread work carefully.
- Please use 12-point font and double space.
- Please submit all work on time. (.5 points will be taken off for each week an assignment is late)
- Page numbers are required on all assignments.
- Please put your name on assignments. Assignments received without names will receive no credit.
- When creating PowerPoint presentations, you should put the ideas in your words. You will still need to cite references, but I do not expect slides to be direct quotes from text.

R.A.F.T. (UDL):

This R.A.F.T. is to be completed after completing the WebQuest (at the following URI:

<http://zunal.com/webquest.php?w=292658>). You will choose a role and then move across the line to complete the R.A.F.T. So, if you take the role of the teacher, you would create a brochure for parents that explains what happens in your DI classroom and why.

Role	Audience	Format	Topic
Teacher	Parent	Brochure	What to expect in my classroom and why?
Administrator	Teachers	PowerPoint	This is how?
Special Educator	Classroom Teacher	Poem	Let's help all kids succeed
Student with Disability	Teacher	Letter	Please help me succeed

* Please be sure to include a final page with the criteria sheet.

IRIS Project:

Each candidate will visit the following web site <http://iris.peabody.vanderbilt.edu/iris-resource-locator/?term=differentiated-instruction> and complete the module on Universal Design for Learning. You are expected to create and submit some artifacts throughout the module. The following should be completed:

- 1) After completing the learning styles survey, prepare a written narrative that discusses the results of the survey (learning strengths and weaknesses), the impact you feel this has on your teaching (Does it match you learning style? What will you do to change your teaching?)
- 2) An evaluation of Mrs. Hunter's lesson
- 3) Create a (1) rubric for Ms. Alvarez's students' projects

Please prepare your response prior to looking at the suggested responses they give you. Please submit them all as one document.

*Be sure to attach the criteria sheet.

Curriculum Evaluation:

Prior to completing this assignment, you are asked to complete a WebQuest at the following URI: <http://zunal.com/webquest.php?w=292658>

After completing the WebQuest and tasks associated with it, each candidate will evaluate the curriculum or a lesson used in his/her teaching using the template provided. Candidates will choose a lesson they have taught or have seen. Using the template provided, identify materials and methods used in the lesson. Then identify students and their qualities. You should have at least three students per method or material. In the final column, identify potential barriers that may be present for each student. After completing the chart, reflect on your lesson. Is it geared mostly to one specific learning style, does it tap into different interests, are all students doing the same work?

After discussing this, provide possible ways to remove barriers in a chart like the following:

Method or Material	Alternative

Differentiated Lesson:

Each candidate will write a lesson designed collaboratively with either a classroom or special education teacher. The lesson should include small group instruction with differentiated activities. Keep in mind UDL. I will be looking for strong elements of UDL and DI in the plan. A collaboration sheet will be completed and submitted with the lesson. Please copy and paste it into the lesson so that it is submitted as one document.

Final Culminating Project:

Each candidate will choose from one of the following: brochure, newsletter, Prezi, web page, Glogster, or PowerPoint to prepare a presentation that would be used to educate parents and other teachers on DI and UDL. It should include, but is not limited to the following:

- What DI is
- Why we need to use differentiation
- Considerations for the learning environment
- Managing the classroom
- Teachers', parents', and students' roles
- Tiered lessons, choice boards, menus, and RAFTs
- Grading
- Universal Design for Learning (UDL)

If you list books, articles, etc., please be sure they are referenced APA style as well as any other sources you may use. Please do not use Publisher or pdf files.

*Please be sure to include a final page with the criteria sheet.

Forum/Discussion Board:

Each week there will be at least one discussion board forum posted within the course. Candidates are expected to respond once to the original question as well as a response to at least one classmate's post. Please refer to the rubric on discussion forum grading.

Class Participation:

It is expected that each candidate will participate in on-line discussions.

F. EMBEDDED EXPERIENTIAL COMPONENTS:

Each candidate is expected to participate in embedded experiential components in a school setting. Assignments may be based on this embedded component. You will also be required to write reflective journal entries. Topics will be provided.

G. EVALUATION/GRADING POLICY

Assignment Distribution for Grading

Assignments	
Online class participation/discussions	10%
Curriculum Evaluation	20%
R.A.F.T – Letter/Poem/FAQ/Handout	10%
Lesson Plan	20%
Iris Project Assignment	20%
Final Project	20%
Total	100%

Graduate Grading System

4.0	95-100	A
3.7	92-94	A-
3.5	89 – 91	A-/B+
3.3	86 – 88	B+
3.0	83 – 85	B
2.7	80 – 82	B-
2.5	77 – 79	B-/C+
2.3	74 – 76	C+
2.0	71 – 73	C
0.0	0 – 70	F
W	Withdrawn	
IN	Incomplete	
IP	In-Progress	

Technology Initiatives:

Users of the Fitchburg State University computer systems are subject to all applicable federal, state, and international computer laws. Questions regarding regulations may be directed to the Office of Information Technology Systems.

Candidates will utilize technology as:

- a research tool
- a communication method (email)
- an enhancement tool for the design of lessons and curriculum units
- report writing.

Fitchburg State University Library Online Services

The Fitchburg State University Library online services may be accessed through the Fitchburg State University Homepage at www.fitchburgstate.edu/library. Candidates may access any of several full-text online databases. Passwords are available to candidates by calling 978-665-3762.

H. FITCHBURG STATE UNIVERSITY POLICIES:

Distance Learning & Extended Campus Library Services & OneCard

The Gallucci-Cirio Library at Fitchburg State University provides a full range of library services including borrowing privileges; document delivery (books and articles mailed to your home); Interlibrary Loan; reference

assistance via: phone, email, IM, Blackboard's Collaboration and Elluminate tools, Skype and in-person; library instruction; research help and more. Any questions relating to library services should be directed to Linda LeBlanc, Access Services Librarian, at 978-665-3062 or dllibrary@fitchburgstate.edu. There is also a special section for Distance Learning and Extended Campus Services at <http://fitchburgstate.libguides.com/dlservices> outlining the wide range of services available to students and instructions as to how to access them.

Students who are currently registered with the university may access any of the library's subscription databases, including an increasing number with full-text, by visiting the Gallucci-Cirio Library's homepage at <http://www.fitchburgstate.edu/academics/library> and clicking on the Research Databases button in the center of the page. Students select the resource they want to access from the alphabetical or subject listing. Once clicked on a database title, the student will be prompted for her or his Falcon Key logon information; the same logon used for their Fitchburg State email account and for online Blackboard courses. If the student does not know the Falcon Key username and password or if they have any problems logging in, they can contact the university's Technology Help Desk at 978-665-4500 or helpdesk@fitchburgstate.edu. The Library can issue a temporary guest Falcon Key to use while the Technology Department is setting up the account (call 978-665-3062 or email at dllibrary@fitchburgstate.edu).

All registered Fitchburg State University students are eligible for a Fitchburg State University OneCard ID, which also serves as his or her library card. If the student has not received her or his OneCard yet, they can still access all of Fitchburg State online services as long as they have activated their library account. Activate library accounts in person at the Circulation Desk or online at <http://www.fitchburgstate.edu/academics/library/policies/borrowing-renewals/>. After activation by the Gallucci-Cirio Library and receipt of their OneCard, students may also use any Massachusetts State College/University Library as well as participating libraries in the Academic and Research Collaborative (ARC) during the current semester.

OneCards are available on campus all year round. Students wanting a OneCard must either present a course registration confirmation at the OneCard Office in the Anthony Building, main campus or complete the online Extended Campus OneCard request form, which can be found at <http://web.fitchburgstate.edu/technology/onecard/photoless/index.cfm>. The OneCard Office number is 978-665-3039.

Fitchburg State University Library Online Services

Online Library Services may be accessed through the Fitchburg State University Homepage at www.fsc.edu/library. Students may access any of several full-text online databases. Passwords are available to students by calling 978-665-3762. Degree students are eligible for a Fitchburg State University ID, which allows use of all Massachusetts State University libraries for the current semester. ID card is available on campus. To obtain an ID card, student must present course registration confirmation at Academic Computing and Media Services, room 229, the Conlon Arts Building. Call 978-665-3039 for available times.

University Policies

Students with Disabilities

Disability Services is the primary support system for students with disabilities taking classes in the day and evening divisions. The office is located on the third floor of the Hammond Building and can be reached at 978/665-3427 or 978/665-3575 TTY. If you need course adaptations or accommodations because of a disability, if you have emergency medication information, or if you need special arrangements in case the building must be evacuated, please make an appointment at the beginning of the semester to talk with me. It is important that the issues relating to disabilities be discussed with me as soon as possible.

Grade Appeal

If you disagree with the evaluation of your work or believe an improper grade has been assigned, an appeal may be followed. Please discuss the matter with the instructor and refer to the Fitchburg State University Grade Appeal Policy in your Student Handbook.

Academic Integrity Policy

The faculty in the Education Unit at Fitchburg State University adhere to the policy that work submitted in fulfillment of course requirements will be solely that of the individual student and all other sources will be cited appropriately. University Academic Integrity Policy, as outlined in the University Catalogue, will be strictly adhered to.

Copyright Policy

You are reminded that, in preparing handouts for peers or the instructor, reproduction of copyrighted material without permission of the copyright owner is illegal. Such unauthorized copying may violate the rights of the author or publisher. Fitchburg State University adheres to federal laws regarding use of copyrighted materials. See the Student Handbook for more details.

I. Topic Outline

Week	Topic	Readings	Assignment and Due Dates
Week 1	Introductions/Course elements What is a differentiated Classroom? The underpinnings of differentiation Rethinking who we do school and for whom	Syllabus and all course documents Tomlinson (2014) Ch. 1-3 Tomlinson (2010) Ch. 1-2	Discussion #1 due
Week 2	Instructional strategies that support differentiation	Tomlinson (2014) Ch. 6-8	RAFT
Week 4	The Learning Environment & Managing the Classroom Classroom Routines	Tomlinson (2010) Ch. 4-6 Tomlinson (2014) Ch. 4	Discussion #2
Week 5	<ul style="list-style-type: none">Differentiated Lessons Universal design for learningQs & AsTools for practiceUnplugged applications for low-tech settingsPreparing teachers Preparing Students & ParentsBeing Part of the Vision	Hall et al. Ch. 1, 2, 9, & 10 Tomlinson (2010) Ch. 3	Lesson due Discussion #3 Curriculum Evaluation
Week 6	IRIS Module on UDL Universal Design for Learning: Creating a Learning Environment that Challenges and Engages all Students		IRIS Project Assignment
Week 7	Grading Making it all work Common sticking points	Articles Tomlinson (2014) Ch. 9 Tomlinson (2010) Ch. 7	Final Project due

**Subject to continual revision based on class needs.

I. READING AND RESOURCES:

- Bartman, R. Gifted education: Making a positive difference. State Assisted Programs – Gifted. (Sept. 1997). <http://www.dese.state.mo.us/divimprove/gifted/pubref.htm>.
- Bender, W. (2008). Differentiated instruction for students with learning disabilities. Thousands Oaks, CA: Corwin Press.
- Cawelti, G. (1996). Handbook of research on improving student achievement. Arlington, VA: Educational Research Service.
- Damien, C. (2001). Student learning groups that really work. ENC Focus, 8 (2).
- Gargiulo, R. M. & Metcalf, D. (2013). Teaching in today's inclusive classrooms: A universal design for learning approach. Boston, MA: Engage Learning.
- Haager, D. S., & Klingner, J. K. (2004). Differentiated instruction in the inclusive classroom: The special educator's guide. Boston: Allyn and Bacon.
- Hall, T. E., Meyer, A., & Rose, D. H. (Eds.). (2012). Universal design for learning in the classroom: Practical applications. New York, NY: Guildford Press.
- Hollas, B. (2005). Differentiating instruction in a whole-group setting: Taking the first easy steps into differentiation. Peterborough, NH: Crystal Springs Books.
- Holloway, J. (2000). How to differentiate instruction: Preparing teachers for differentiated instruction. Educational Leadership, 58 (1).
- Huba, M., & Freed, J. (2000). Learner-centered assessment on college campuses. Boston: Allyn and Bacon.
- Kunc, N. (1984). Ready, willing and disabled. Toronto, Ontario: Frontier College.
- Leff, H. & Nevin, A. (2000). Turning learning inside out: A guide for using any subject to enrich life and creativity. Arizona: Zephyr Press.
- Putnam, J. (1998). Cooperative learning and strategies for inclusion. Baltimore: Paul H. Brooks.
- Reis, S., & Renzulli, J. (1992). Using curriculum compacting to challenge the above average. Educational Leadership, 50 (2).
- Renzulli, J., Leppien, J., & Hays, T. (2000). The multiple menu model: A practical guide for developing differentiated curriculum. CT: Creative Learning Press, Inc.
- Sarason, S. (1990). The predictable failure of educational reform: Can we change course before it's too late? San Francisco: Jossey-Bass.
- Technology in curriculum differentiation. Curriculum Differentiation, Education, Austega Information Services. (27) (Jan. 1996). <http://www.austega.com/gifted/provisions/curdifferent.htm>.
- Thousand, J. S., Villa, R.A., & Nevin, A. I. (2007). Differentiating instruction: Collaborative planning and teaching for universally designed learning. Thousand Oaks, CA: Corwin Press.
- Tomlinson, C. (1999). Mapping a route toward differentiated instruction. Educational Leadership, 57 (1).

- Tomlinson, C. A. (2010). *Leading and managing a differentiated classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Tomlinson, C. A. (2001). *How to differentiate instruction in mixed-ability classrooms*. (2nd ed.) Alexandria, VA: Association for Supervision and Curriculum Development.
- Tomlinson, C. A. (1999). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Turnbull, R. & Cilley, C. (1999). *Explanations and implications of the 1997 amendments to IDEA*. Upper Saddle River, NJ: Prentice Hall.
- Villa, R.A. & Thousand, J.S. (2005). *Creating an inclusive school*. Alexandria, VA: Association for Supervision and Curriculum Development.
- What is Universal Design for curriculum access? (Fall, 1998). <http://www.cec.sped.org/osep/ud-sec3.htm>.
- Wehrmann, K. (2000). How to differentiate instruction. *Baby steps: A beginner's guide*. *Educational Leadership*, 58 (1).
- Wiggins, G. & McTighe, J. (2005). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.