### Instructor
Dr. Genevieve Hay

### Office Hours:
Mondays & Wednesdays: 11 – Noon pm and 3:30 – 4:30 pm and Tuesdays 11 - Noon

### Office:
Room 226, 86 Wentworth Street

### Office phone & Email:
(843) 953-8054  hayg@cofc.edu

### Prerequisites:
EDEE 380, 382, or 384

### Course Description
The course examines current research on differentiated instruction strategies. Candidates describe historical and legal factors impacting inclusion. They develop collaborative skills and identify their role on multidisciplinary teams, and they promote school/family partnerships. They identify learning characteristics of special needs students and develop appropriate instructional strategies.

### Course Materials:

#### Additional Loose-Leaf Copy (Optional):
If you wish to have a hard copy of the text in addition to the e-text and the accompanying online resources, you may purchase a loose-leaf copy for $15. Both the required e-text and the optional loose leaf can be purchased from either the CofC Bookstore or Pearson.

It is preferable that you purchase the electronic version of the text, which provides you access to the text, and the CofC's entire Pearson library of special education texts. However, if you prefer to purchase the text from an alternate source, that will be fine.

To purchase the eText from Pearson, follow the instructions below:

2. Click Register now (will have purchased Access Code from bookstore)
3. Click I accept at bottom of page
4. Enter yes if you have already created a Pearson account for another class and use the same information. If this is your first time click no and create a username and password.
5. Enter the access code found on the inside of the brochure purchased from the bookstore (under the peel off)
6. Click next
7. Enter your personal information and school information.
8. Submit
9. If not taken directly into the library please reuse the link found in step 1 and enter the username and password from step 4.


The IRIS Center at Vanderbilt University
http://iris.peabody.vanderbilt.edu/ - provides numerous interactive resources to facilitate your understanding of inclusion and accommodations to make within general education classrooms.

Optional Text:

**OAKS**
All assignments, templates and student samples can be found on OAKS. You are expected to upload ALL assignments to OAKS and bring a hard copy to class.
All work must be uploaded as a Word file using the following naming structure - CourseAssignment_FirstLastName.
For example - AwarenessProject_SusieBrown.

**Course Outcomes:**
All teacher preparation programs in the School of Education (SOE) are guided by a commitment to Making the Teaching Learning Connection through three Elements of Teacher competency which are at the heart of the SOE Conceptual Framework: 1) understanding and valuing the learner, 2) knowing what and how to teach and assess and how to create an environment in which learning occurs, and 3) understanding themselves as Professionals. These three competencies underlie all learning and assessment in this course; they help you develop the knowledge, skills, and dispositions necessary to become an effective teacher.

**ETC 1 - UNDERSTANDING AND VALUING THE LEARNER**
1. Describe the characteristics, which influence differences in learning. ACEI 1.0, 3.2; NAEYC 1; NMSA 1; SC 4
2. Identify and differentiate between the needs of typical and exceptional learners in
ETC 2- KNOWING WHAT AND HOW TO TEACH AND ASSESS AND HOW TO CREATE AN ENVIRONMENT IN WHICH LEARNING OCCURS

1. Identify and illustrate the steps in the process for differentiating instruction and providing for independent learning. ACEI 1.0, 3.2, 3.4, 3.5; NAEYC 4b; NMSA 5; SC 4; ISTE
2. Design integrated instruction on selected grade levels providing for individual differences of general and inclusion students. ACEI 1.0, 3.2, 3.4, 3.5; NAEYC 4b; NMSA 5; SC 4
3. Define and formulate objectives in the cognitive, affective, and psychomotor learning domains. ACEI 1.0, 3.2, 3.4, 3.5; NAEYC 4b; NMSA 5
4. Explain the relationship between the process of selecting goals and objectives from a variety of materials including state and local curriculum guidelines and modifying or adapting them to meet the social, emotional and academic needs of individual students. ACEI 1.0, 3.2, 3.4, 3.5; NAEYC 4b; NMSA 5; SC 4
5. Define and demonstrate the process of diagnostic/prescriptive instruction which include the development of pretests, analysis of results, development of appropriate instructional materials and learning environments, and instructional processes, development and analysis of post-tests for all learners. ACEI 4.0; NAEYC 3; NMSA 5; SC 4
6. Demonstrate the relationship between the objectives of unit and lesson plans and the instructional strategies, student activities, and evaluation means selected for such plans. ACEI 4.0; NAEYC 3 & 4b; NMSA 5
7. Distinguish between criterion referenced and norm referenced assessment. ACEI 4.0; NAEYC 3; NMSA 5
8. Integrate alternative assessment with standardized assessment. ACEI 4.0; NAEYC 3; NMSA 5
9. Explain the concepts of reliability and validity as they relate to criterion and norm referenced testing. ACEI 4.0; NAEYC 3; NMSA 5
10. Explain the difference between measurement and evaluation. ACEI 4.0; NAEYC 3; NMSA 5
11. Distinguish between formative and summative assessment. ACEI 4.0; NAEYC 3; NMSA 5

ETC 3- UNDERSTANDING YOURSELF AS A PROFESSIONAL

1. Identify the importance of collaboration among professionals, community members and families. ACEI 5.1-5.2; NAEYC 5; NMSA 7
2. Identify national, state, and local support resources and agencies appropriate referral strategies. ACEI 5.1-5.2; NAEYC 5; NMSA 7
3. Identify careers in which educators can work with students with special needs. ACEI 5.1-5.2; NAEYC 5; NMSA 7; SC 4
**Course Assignments:**

1. **Attendance, Participation, & Class Activities** - Class attendance and active participation in class are expected. Students are responsible for all content and assignments for each class. The roll will be taken at the beginning of each class. Late arrivals and leaving early count as ½ an absence. Coming and going during class is extremely disruptive and should only be considered for sudden illness. *(Note: After the fourth (excused or unexcused) absence, the student’s final grade for the course will be lowered by 5%).* Various in-class and online activities (e.g., guest speaker reflections, group work, etc.) will be included in your participation grade.

2. **OAKS Chapter Quizzes** – Throughout the course, you are expected to successfully complete weekly online chapter quizzes for chapters 1 - 12. Each quiz will be available for one week only and may be taken up to two times that week. After the week, the quiz will no longer be available and will not be reopened. The highest quiz score you receive will be recorded and averaged into your final quiz grade for the course.

3. **Assessment using IRIS Modules** - Four assessments that cover the content in four IRIS Modules. The following IRIS Modules are required as out-of-class assignments:
   1. Classroom Diversity: An Introduction to Student Differences
   2. Universal Design for Learning: Creating a Learning Environment that Challenges and Engages All Students
   3. Collaborating with Families
   4. Differentiated Instruction: Maximizing the Learning for All Students

4. **Awareness Project** *(See attachment and OAKS for more details.)*
   Individually and in collaboration with a small group, you will research and develop methods for promoting community, faculty, parent, and student awareness of students with special & other diverse needs. The group is responsible for providing an organized and cohesive 20 - 30 minute awareness presentation and activity, which involves the entire class, to promote awareness and understanding.

   Topics will be chosen from the following categories – high incidence disabilities (learning disabilities; communication disorders; mild intellectual disabilities; emotional disabilities), low incidence disabilities (autism; orthopedic impairments; health impairments; sensory impairments; traumatic brain injury), and other special needs (ADHD; gifted and talented; foster care; poverty; homelessness). *(ETC 1 Objectives 1 -4; SC 4 & 6; ISTE)*

   **Awareness Assignment Components**
   **A. Individual Awareness Research** - Individually, each group member will review resources (2 – 3 websites, at least 2 peer reviewed articles, books) and review children’s literature related to the topic. Each group member's reviews (with the exception of ONE or TWO key professional websites or children’s books) are not to be duplicated by other members of the group.

   **B. Group Pamphlet, Presentation & Peer Evaluation**
   The group is responsible for providing an organized and cohesive 20 - 30 minute interactive presentation. In addition, your group is to develop an awareness guide/pamphlet to be shared with the class.

   **Peer Evaluation** Group and individual contributions will be evaluated by group members and uploaded to the Dropbox.
5. **Candidate Work Sample (CWS)** In conjunction with Field III, you will develop a modified Candidate Work Sample (unit of instruction) with special emphasis on accommodations and/or modifications for your awareness case study student. The assignment will be developed in three separate homework drafts where you will receive peer and instructor’s feedback and then revised, synthesized, and submitted as a final culminating project. (ETC 2 – Objectives 1 - 9; SC 4 & 6; ISTE) Along with directions for the assignment, CWS Homework templates and student samples can be found on OAKS.

**CWS Homework:** To assist you with the development of the CWS, you will complete three separate homework assignments. Each homework assignment will be brought to class in order to peer edit during in-class workshops. After each workshop, you will upload the homework assignment on OAKS for my feedback. Ultimately, you should use peer and instructor’s feedback to make adjustments to your final project.

**CWS Final Project:** Ultimately, it is expected that you carefully complete the project by using outside resources, workshop peer editing, and by reflecting upon the instructor’s feedback. After completing each CWS homework assignment, you will compile your final CWS by including each homework assignment with my feedback and your revisions highlighted in yellow into the appropriate sections. Be sure you provide citations from each of your sources within your annotated bibliography throughout the 7 steps of INCLUDE strategy. (See CWS Rubric – Homework and Final Project)

6. **Five examples of differentiation:** From five different sections of the text, you will write up a summary or create a sample using information from the Kluth and Danaher (2010) textbook, *From Tutor Scripts to Talking Sticks*. Your summary needs to include a brief description of five differentiation strategies and when/how you would use these. For one strategy, you must create a sample and present it to the class. Each class member must select a different strategy for the presentation.

7. **Take Home Final Exam:** The final exam will cover all the material in the readings and course activities. The focus of the exam will be on the application of knowledge and skills explored during the course of the semester. (ETC 1 - objectives 1 - 9; ETC Objectives 1 - 3; SC 4 & 6; ISTE)

**Evaluation:**

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<th>Grading Scale</th>
<th>Percentage Range</th>
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<td><strong>Attendance:</strong> Four absences for ANY reason (i.e. sickness, family emergencies, personal) are allowed. I do not make distinctions between “excused” and “unexcused” absences, so you should attend regularly and save those 4 absences for days you are too ill to attend class, must attend important family events, etc. <strong>After the fourth absence, the student’s overall final grade in the course will be lowered by 5%</strong>.</td>
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**REQUIRED DOCUMENTATION** – Go to the Absence Memo Office - 67 George Street (white house next to Stern Center) to discuss absences and fill out the appropriate forms. Forms can also be found online at [http://studentaffairs.cofc.edu/services/absence.php](http://studentaffairs.cofc.edu/services/absence.php) and they also can be faxed to the office at 953-2290. You will need to provide documentation for health, personal or emergency situation. Email notification by the student will not be considered. **Athletes** who will miss class due to athletic events must see the professor within the first two weeks of the course and submit athletic schedule for the semester, identifying classes that will be missed. No other absences will be allowed for athletes who miss the maximum allowable absences due to athletic events.

**Cell phone/Smartphone/Texting/Laptop Policy:** Cell phones; laptops and other personal communication devices must be silent and stowed during class. **Exception** – On specified days, groups will be allowed to use laptops to develop awareness presentations and when peer editing the CWS project.

**Students with Special Needs:** Any student eligible for and needing accommodations because of a disability is requested to speak with the professor during the first two weeks of class or as soon as the student has been approved for services so that reasonable accommodations can be arranged.

**College of Charleston Honor Code and Academic Integrity**

All course assignments are to be completed independently unless otherwise specified by the instructor. (See Honor Code & Academic Integrity Statement.)

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will be handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration--working together without permission--is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or
computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php

Also, as a student in the School of Education, dispositions characteristic of good teaching should guide your work and interaction with others both at the College and in public schools. These dispositions include:
1) Belief that all students can learn.
2) Value and respect individual differences.
3) Value positive human interactions.
4) Intellectual curiosity, enthusiasm about learning, and a
5) Willingness to learn new ideas.
6) Commitment to inquiry, reflection, and self-assessment.
7) Value collaborative and cooperative work.
8) Sensitivity to community and cultural contexts.
9) Responsible and ethical practice.

As EDEE is a dual program, in that we certify candidates for teacher certification, professors reserve the right to document violations that would impact student certification (e.g., attendance problems in field experiences and clinical practice, professionalism in schools, etc.)

Homework & Classwork: In class and for homework, you will respond to various scenarios, videos, lesson plans, and questions regarding the teaching of students with special needs in inclusive settings. It is expected that textbook and outside reading assignments be read PRIOR to class and that students will attend ALL class sessions. Assigned readings and projects must be completed and submitted on time. Responsibility for all course content (lecture, text, outside reading, handouts, research) is the student’s responsibility. Students are responsible for obtaining missed assignments/notes from someone in class, not the instructor. 
UNLESS THERE ARE EXTENUATING CIRCUMSTANCES, WORK MORE THAN ONE CLASS PERIOD LATE IS NOT ACCEPTED!!!!

Technology Usage: Utilization of technology (i.e. OAKS, internet, Wikis, Blogs, word processing, email - Edisto account) is expected. All work is to be submitted electronically through OAKS by noon of the Friday of the week it is due. Use campus computers (JC Long Building, Library and other campus locations), if necessary, to assure that work will be submitted on time and through OAKS. ALL assignments must be electronically uploaded as Word documents to OAKS by the assigned dates.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topics &amp; Readings</th>
<th>In-Class &amp; Homework Assignments Due (See OAKS Dropbox and OAKS Calendar for Due Dates)</th>
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</thead>
</table>
| Jan. 11 (Wed) | Ch. 1 - The Foundation of Educating Students with Special Needs | • Read Chapter 1  
• Chapter One Online Quiz |
| Jan. 16 (Mon.) | MLK Holiday – A great day to get out in your community and make a difference!!! | |
| **Module 1** Jan. 18 (Wed.) | Ch. 1 The Foundation for Educating Children with Special Needs | • Review OAKS Case Studies by Certification Level. In class, partners will select a case study for the Awareness Project and CWS Assignments. |
| **Module 2** Jan. 23 - 25 | Ch. 2 – Special Education Procedures & Services: Intro to RtI | • Read Chapter 2  
• Chapter Two Online Quiz  
• Complete IRIS Module: Classroom Diversity: An Introduction to Student Differences (1/23)  
http://iris.peabody.vanderbilt.edu/module/div/ |
| **Module 3** Jan. 30- Feb. 1 | Ch. 3 – Building Partnerships Through Collaboration Sample Awareness Presentation | • Read Chapter 3  
• In-Class Awareness Group Work  
• Chapter Three Online Quiz |
| **Module 4** Feb. 6 – 8 | Ch. 3 & 4 - Building Partnerships Through Collaboration & Assessing Student Needs | • Read Chapter 4  
• Chapter Four Online Quiz |
| **Module 5** Feb. 13 - 15 | Ch. 5 - Planning Instruction by Analyzing Classroom and Student Needs | • Read Chapter 5  
• Read CWS Handouts on OAKS before class.  
• Chapter Five Online Quiz  
• Complete IRIS module: Universal Design for Learning: Creating a Learning Environment that Challenges and Engages All Students (2/15)  
http://iris.peabody.vanderbilt.edu/module/udl/ |
| **Module 6** Feb. 20 – 22 | Ch. 6 - Low Incidence Disabilities | • Read Chapter 6  
• Chapter Six Online Quiz  
• Awareness Project Due on 2/20 (Each student submits Individual Reviews in Awareness Dropbox. One group member submits Group Pamphlet for the group in Awareness Dropbox. (Groups will be linked together in Awareness Dropbox.)  
• Awareness Presentations |
| Module 7 | Feb. 27 – Mar. 1 | Ch. 6 & 7 – Low and High Incidence Disabilities | • Read Chapter 7  
• CWS 1 Workshop – Bring a draft of CWS 1 to class on 2/27 for the peer-editing workshop.  
• Awareness Presentations |
|---|---|---|---|
| Week 8: Spring Break | March 5 - 12 | Ch. 7 - High Incidence Disabilities & Awareness Presentations | • On OAKS, watch Video Interview of Brianna Murray and respond to OAKS questions on the OAKS Discussion Board.  
• Chapter Seven Online Quiz  
• CWS HW 1 (3/15) - Unit topic, Unit Outline, Unit Materials & Map  
• Awareness Presentations |
| Module 9 | March 13 - 15 | Ch. 7 & 8 – High Incidence Disabilities and Students w/ Other Special Needs | • Read Chapter 8  
• CWS 2 Workshop – Bring a draft of CWS 2 to class on 3/22 for the peer-editing workshop.  
• Chapter Eight Online Quiz  
• Awareness Presentations |
| Module 10 | March 20 – 22 | Ch. 8 & 9 – Students w/ Other Special Needs & Putting it all together: Differentiating Instruction | • Read Chapter 9  
• CWS HW 2 (3/27) Contextual Factors, Case Study Analysis & Classroom Map  
• Complete IRIS module: Differentiated Instruction: Maximizing the Learning for All Students (3/29) http://iris.peabody.vanderbilt.edu/module/di/  
• Awareness Presentations |
| Module 11 | March 27 – 29 | Ch. 9 - Putting it all together: Differentiating Instruction | • CWS 3 Workshop – Bring a draft of CWS 3 to class for the peer-editing workshop. (4/3)  
• Chapter Nine Online Quiz  
• Differentiated Instruction Homework & Jigsaw Activity (4/5) (2% of course participation points). In order to earn participation points for this assignment, you must complete all portions of the assignment – Discussion Board questions, the written portion of the IRIS module, and actively participate in class. |
| Module 12 | April 3 - 5 | Ch. 10 – Strategies for Independent Learning | • Read Chapter 10  
• Chapter Ten Online Quiz  
• CWS HW 3 (4/10) Lesson Plan, Case Study Student Adaptations & Evidence-Based Strategies  
• Differentiated Instruction Strategy Sharing (4/12) |
| Module 13 | April 10 - 12 | Ch. 11 - Evaluating Instruction | • Read Chapter 11  
• Chapter Eleven Online Quiz  
• Complete IRIS module: Collaborating with Families (4/17) http://iris.peabody.vanderbilt.edu/module/fam/  
• Personalized Grading Assignment & Discussion (4/19) |
| Module 14 | April 17 - 19 | Chapter 12 - Responding to Student Behavior | • Read Chapter 12  
• Chapter Twelve Online Quiz  
• Back to Square One” Activity (4/24) – Read and answer questions before class to participate during in-class activity. |
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<th>TBA</th>
<th>Final Exam</th>
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<td>• Final CWS Due (4/24)</td>
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Teacher Education (TEDU)

COURSE POLICIES AND PROCEDURES

*Course policies and procedures apply to teacher education courses.

1. GRADING SCALES: UNDERGRADUATE AND GRADUATE

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<th>UNDERGRADUATE GRADING SCALE</th>
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A grade of 76 or below is considered a failing grade for all graduate courses. There are no grades of D in graduate courses. There are no minus grades in graduate courses.

2. PROFESSIONAL BEHAVIORS/DISPOSITIONS: Students are responsible for all content and assignments for each course and are expected to demonstrate professional behaviors consistent with our EHHP professional dispositions:

- We believe that all children can learn
- We value and respect individual differences
- We value respectful human interactions
- We exhibit and encourage intellectual curiosity, enthusiasm about learning, and a willingness to learn new ideas
- We are committed to inquiry, reflection, and self-assessment
- We value collaborate and cooperative work
- We are sensitive to community and cultural contexts
- We engage in fair, responsible, and ethical practice