

EDUC590

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Course Summary

Course : EDUC590 **Title :** Differentiation for Learners in Mixed Ability Classrooms

Length of Course : 8

Prerequisites : N/A **Credit Hours :** 3

Description

Course Description: This course is designed to give regular education teachers strategies to use in academically and culturally diverse classrooms. Using case studies as a launching point, course participants will examine the complexities of balancing the needs of gifted education, general education, special education, and culturally diverse students in a standards-driven climate. Use of tiered assignments, alternative assessments targeting different intelligences, and other modifications will be evaluated, implemented, and refined. Course participants will collaborate to address beliefs, best practices, challenges, current research, and ways to apply them to their own teaching practice.

Course Scope:

This course focuses on providing educators with a broader understanding of driving legislation and basic principles and practices for management of the inclusive classroom. Participants will also explore the need for collaboration among educators to ensure success of all students. Participants will gain foundational knowledge and skills required of effective teachers of students identified with exceptional needs or talents in K-12 general education settings.

Objectives

After successfully completing this course, you will be able to:

- Understand differentiation.
- Analyze the need for diversified assessment strategies to demonstrate students' achievement of academic, behavioral, and functional skills and to make continuous instructional decisions.
- Analyze diverse student characteristics and environmental factors (to plan, deliver, and evaluate instruction and learning).
- Apply information related to best practices and/or demonstrate appropriate strategies for teaching students of all abilities across grade levels (including assessment, differentiation of instruction, research-based instructional strategies, age appropriate instructional materials, instructional and assistive technology, co-teaching, collaboration, and classroom management).

Outline

Week 1: Defining Differentiation? Special Education and Success for All Learners

Learning Outcomes

- Define differentiation
- Explain the teacher's role in differentiation
- Understand the foundation of special education and developing success for all learners

Required Readings

Reading:

Heacox Chapter 1 and
Vaughn, Bos, & Schumm Chapters 1 and 2

Assignments

Forum 1

Forum 2

Assignment #1

Week 2: Who are your students? Communicating and Collaborating Teaching Culturally and Linguistically Diverse Students

Learning Outcomes

- Understand the importance of knowing your students
- Explain why and how to communicate and collaborate with school constituents to get to know students and best meet their needs
- Identify ways to teach culturally and linguistically diverse students

Required Readings

Reading: Heacox Chapter 2

And

Vaughn, Bos, & Schumm Chapters 3 and 4

Assignments

Forum 2

Assignment #2

Week 3: What to Teach

Learning Outcomes

- Identify essential questions and unit questions
- Understand how to use essential and unit questions to differentiate instruction
- Describe how to map curriculum

Required Readings

Reading: Heacox Chapter 3

Assignments

Forum 3

Assignment #3

Week 4: How to Teach Teaching Students with Disabilities

Learning Outcomes

- Understand how to plan for challenge and variety
- Understand how to teach students with disabilities

Required Readings

Reading: Heacox Chapter 4

and

Vaughn, Bos, & Schumm SELECT ONE OR MORE CHAPTERS FROM:
Chapters 6, 7, or 8

Assignments

Forum 4

Assignment #4

Week 5: Flexible Grouping Teaching Students with Disabilities

Learning Outcomes

- Understand and describe flexible grouping options
- Understand how to teach students with disabilities

Required Readings

Reading: Heacox Chapter 5

and

Vaughn, Bos, & Schumm SELECT ONE OR MORE CHAPTERS FROM: Chapters 9, 10, or 11

Assignments

Forum 5

Assignment #5

Week 6: Tiered Assignments Facilitating Instruction

Learning Outcomes

- Identify six ways to tier assignments
- Understand how and when to tier assignments
- Identify how to facilitate instruction in one of the main content areas

Required Readings

Reading: Heacox Chapter 6

and

Choose one of the following Vaughn, Bos, & Schumm chapters:

Chapter 12 (reading)

or

Chapter 13 (writing) or

Chapter 14 (math)

Assignments

Forum 6

Assignment #6

Week 7: Student Choices and Grading Fostering Strategies for Student Independence

Learning Outcomes

- Identify choices for differentiating instruction
- Explain a rationale for grading in the differentiated classroom
- Identify ways to foster student independence

Required Readings

Reading: Heacox Chapters 7 and 8

and skim

Vaughn, Bos, & Schumm Chapter 16

Assignments

Forum 7

Assignment #7

Week 8: Managing Differentiation Differentiation and Special Populations

Learning Outcomes

- Understand how to prepare for and manage differentiation
- Explain how to differentiate for special populations

Required Readings

Readings: Heacox Chapters 9 and 10

Assignments

Forum 8

Assignment #8

Evaluation

Grading:

| Name | Grade % |
|------|---------|
|------|---------|

Materials

Book Title: Differentiating Instruction in the Regular Classroom - With CD (Hard copy not available from the APUS Bookstore, please try other sources)

Author: Heacox, Diane

Publication Info: Free Spirit Publishing

ISBN: 9781575423289

Book Title: Teaching Students Who are Exceptional, Diverse, and at Risk in the General Education Classroom. 5th ed (Hard copy not available from the APUS Bookstore, please try other sources.)

Author: Vaughn, Sharon R

Publication Info: Pearson

ISBN: 9780137151790

Required Course Textbooks

Heacox, D. (2008). *Differentiating Instruction in the regular classroom. How to reach and teach all learners, Grades 3-12*. Free Spirit Publishing: Minneapolis, MN. ISBN-13: 978-1575423289

*Vaughn, S., Bos, C., Schumm, J. S. (2010). *Teaching Students who are exceptional, diverse, and at risk in the general education classroom, (5th Ed.)* Allyn & Bacon: Boston, MA. ISBN-13: 978-0137151790

Recommended Textbook for the degree program:

In addition to the required texts in this course, you are strongly encouraged to purchase the latest addition of the Publication manual of the American Psychological Association (6th edition) if you have not previously purchased this resource.

Websites

In addition to the required course texts the following public domain Websites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note Web site addresses are subject to change.

Site Name Website URL/Address

U.S.
Department
of
Education
Office of www.ed.gov/about/offices/list/osers/index.html
Special
Education
Programs

National
Center on
Secondary
Education and
Transition www.ncset.org
Services

Disability
Rights
California www.pai-ca.org

Wrightslaw www.wrightslaw.com

Children and
Adults with
ADHD www.chadd.org

National
Attention
Deficit
Disorder
Association www.add.org

National
Institute for
Childhood
Health and
Human
Development www.nichd.nih.gov

Recordings
for the Blind
and Dyslexic www.rfbid.org

Cooperative
Learning
Center of the
University of
Minnesota www.co-operation.org

The
Educator's
Reference
Desk www.eduref.org

North Central
Regional
Education
Laboratory – www.ncrel.org/sdrs/areas/issues/content/contareas/math/ma1group.htm
Grouping
Practices

Positive
Behavioral
Interventions www.pbis.org
and Supports

Council for
Children with
Behavioral www.ccbd.net
Disorders

Everything
ESL.net www.everythingsl.net

US
Department of
Education,
Office of www.ed.gov/about/offices/list/oela/index.html
English
Language
Acquisition

Southern
Poverty Law <http://www.splcenter.org/>
Center

National
MultiCultural www.nmci.org
Institute

National
Association
for www.nameorg.org
Multicultural
Education

National
Association
for Bilingual www.nabe.org
Education

Teachers of
English to
Speakers of
Foreign
Languages http://www.tesol.org/s_tesol/index.asp

Association of
Supervision
and
Curriculum
Development www.ascd.org

National
Center for
Children in
Poverty www.nccp.org

North Central
Regional
Educational
Laboratory –
Critical Issue:
Providing
Effective
Schooling for
Students at
Risk <http://www.ncrel.org/sdrs/areas/issues/students/atrisk/at600.htm>

Center for
Applied
Special
Technology www.cast.org

Success for
All Foundation www.successforall.net

Ed by Design www.edbydesign.com/parentres.html

National
Council of
Teachers of
English <http://www.ncte.org/>

National
Council of
Teachers of
Mathematics <http://www.nctm.org/>

The K-12
Mathematics
Curriculum
Center www.edc.org/mcc

How to
Study.com www.how-to-study.com

Self-
Determination
Synthesis
Project <http://sdsp.uncc.edu/>

Course Guidelines

Phasellus eros sapien, lacinia eget veit vitae, viverro finibus neque Donec vulputate (empor erat id laoreet Nunc commodo ornare justo, sit omet ultrices magna pharetra quis Ut oc nunc in metus fermentum pellentesque eel quia leo. Fusce sodales diam eel tempor posuere ougue nsus ullamcorper quom, id vehiculo libero ante oc ipsum, Donec vitae purus magna Curobitur semper dui quis risus pretium finibus Phosellus non magna consectetur, faucibus magno et, ullamcorper eros. Ut oc nunc in metus fermentum pellentesque eel quia leo. Fusce sodales, diom eel tempor posuere, ougue risus ullamcorper quom, id vehiculo libero ante oc ipsum. Donec vitae purus magna. Curobitur semper dui quia risus pretium finibus. Phasellus non magna consectetur, faucibus magno et, ullamcorper eros. lacinia eget velit vitae, viverra finibus neque Donec vulputate tempor erot id laoreet Nunc commodo ornare 'usto, sit omet ultrices magno pharetra quis. Ut oc nunc in metus fermentum pellentesque eel quis leo. Fusce sodales, diom eel tempor posuere, ougue risus ullamcorper quom, id vehiculo libero ante oc ipsum, Donec vitae purus magno. Curobitur semper dui quia risus pretium finibus. Phasellus non magno consectetur, faucibus magno et, ullamcorper ecos. Phosellus eros sapien, lacinia eget veit vitae, viverra finibus neque Donec vulputate tempor erot id laoreet Nunc commodo ornare justo, sit omet ultrices magno pharetra quis Ut oc nunc in metus fermentum pellentesque eel quia leo. Fusce sodales, diom eel tempor posuere ougue nsus ullamcorper quom, id vehiculo libero ante oc ipsum. Donec vitae purus magno Curabitur semper dui quis risus pretium finibus Phosellus non magno consectetur, faucibus magno et, ullamcorper eros.

University Policies

[Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

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