

EDUC636 16

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Course Summary

Course : EDUC636 **Title :** Effective Instruction for the Inclusive Classroom

Length of Course : 16

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

Description

Course Description: This course examines the particular role of the classroom educator in understanding a systematic approach to planning curriculum and instruction for academically diverse learners. This approach to effective instruction will focus on the classroom factors relating to the nature of the student and the essential meaning of the curriculum. Particular emphasis will be placed on classroom elements that the educator can differentiate – or modify – to increase the likelihood that each student will learn as much as possible, as efficiently as possible. This would include the areas of content, process, products, affect and learning environment. Additionally, there are three core student characteristics that educator must consider when creating curriculum and instruction: readiness, interest, and learning profile. The idea of differentiating instruction to accommodate the different ways that students learn involves a hefty dose of common sense, as well as sturdy support in the theory and research of education.

Course Scope:

This course develops a practical understanding of the knowledge and skills essential for successful development of curriculum in elementary, middle or secondary school classrooms. It is designed around the accepted norms for models of differentiated units of study to expand an educator's ability to meet the needs of all students.

Objectives

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

1. Describe and explain the characteristics of a learning community and reflect on their personal attitudes, beliefs and values.
2. Select appropriate strategies that transform a classroom from a teaching organization to a learning organization that promotes a safe, efficient, and effective learning environment.
3. Understand and apply the legal, ethical and moral impetus for inclusion of students with diverse learning needs in the classroom
4. Identify the learning needs of diverse learners including those with disabilities, gifted/talented, English Language Learners and those with delayed literacy skills
5. Support the success of all students by advocating, nurturing, and sustaining a school culture and

instructional program conducive to student learning.

6. Create opportunities for student success through differentiation of content, process and products in both assessments and learning activities.

7. Articulate the characteristics of classroom management and organization that create an environment that is conducive to learning.

8. Recognize the value of continuous assessment and create a variety of assessments in order to determine student understanding

9. Apply a variety of strategies to instructional planning in order to meet the learning needs of all students in the classroom.

10. Understand and articulate issues of prejudice and bias and the impact of multicultural education on academic achievement

11. Reflect on the principles of teacher leadership through understanding the social justice perspective of becoming a critical, transformative educator.

Outline

Week 1: The case for access to quality general education for all students in the classroom

Learning Objective(s)

Candidates will develop a philosophy of meeting the needs of all children in their classroom as well as understand the legal, ethical and moral impetus for equity and access to general education for all students.

Reading(s)

Schwarz Chapters

1- 9

Assignment(s)

Learning Paper #1:

Interview a general education teacher in order to answer the question, "How do teachers meet the needs of diverse learners in the classroom?" Look for evidence of the teacher's commitment to work with all students. You will need to ask the teacher how many students in the classroom are in the various categories.

Log on to this learning module on Accessing the General Education Curriculum- Considerations for Inclusion. Complete the module and answer the questions in the Assessment section of the module. Use this assignment as a self-reflection exercise.

<http://iris.peabody.vanderbilt.edu/agc/challenge.htm>

Forum 1: Post your personal biography to the Board by the first day of the term. Please include why you want to be an educator.

Week 2: Building Learning Communities Teacher Beliefs, Attitudes, Values, and Concerns

Learning Objective(s)

Candidates will understand the impact of teacher values, beliefs and attitudes in the classroom.

Candidates will identify the characteristics of a learning community and reflect on their personal attitudes and beliefs in order to create that learning community in their classroom.

Reading(s)

Gregory & Chapman Chapter 2

McGrath. Chapter 5

Saphier & Gower Chapters 19 & 20

Tomlinson Chapter 3

Assignment(s)

Fill in the Fuller Concern Checklist at the URL listed below. You will not be submitting it anywhere for feedback but write a personal reflection: What are the types of things that you noted to be very concerned or moderately concerned about? What are the things that are of little or no concern? Are there any patterns? Some possible categories for consideration are: teaching ability, student learning, and levels of competence as perceived by others. What other categories are you finding?

<http://www.geneseo.edu/~educ204/fuller.htm>

Forum 2: As these two weeks come to a close, how has your thinking changed about working with diverse students in the classroom? What new learning do you have to help you build a learning community in your classroom? In your school?

Week 3: Classroom Management

Learning Objective(s)

Candidates will understand the importance of classroom organization and management in order to create a climate that is conducive to learning.

Reading(s)

Saphier & Gower Chapters
2- 7, 11- 13

Assignment(s)

Log on to this learning module on Managing Student Behavior: Who's In Charge? Complete the module and answer the questions in the Assessment section of the module. Use this information to respond to the forum.

<http://iris.peabody.vanderbilt.edu/parmod/chalcycle.htm>

Forum 3: Creating an Environment Conducive to Learning

Week 4: Classroom Climate and Discipline

Learning Objective(s)

Candidates will understand the importance of classroom organization and management in order to create a climate that is conducive to learning.

Reading(s)

McGrath Chapters

5 & 6

Assignment(s)

Log on to this learning module on Managing Student Behavior: You're in Charge. Complete the module and answer the questions in the Assessment section of the module. Reflect on this information to respond to the forum.

<http://iris.peabody.vanderbilt.edu/par2/chalcycle.htm>

Forum 4: Establishing Authority

Project #1:

Develop a classroom management plan that includes: 1)space, 2)routines 3)rules and 4)motivation.

Week 5: Introduction to Differentiated Instruction

Learning Objective(s)

Candidates will define differentiated instruction and explain the rationale for its use in the classroom.

Reading(s)

Tomlinson Chapter 1

Gregory & Chapman
Chapter 1

Assignment(s)

Candidates will complete Lesson Review #1 Differentiated Instruction at a Glance at the following web address: <http://cainc.com/professional-development/topics/DiffInstruction/index.htm>

BE sure and complete the Reading Assignments that are included in the tutorial.

Forum 5: Differentiated Instruction

How can you use what you learned in the tutorial in your classroom? What have you seen in the classrooms where you have observed that are in alignment with differentiation principles?

Week 6: Differentiated Instruction and UbD

Learning Objective(s)

Candidates will understand the relationship between Universal Design Principles of UbD and Differentiated Instruction.

Reading(s)

Tomlinson & McTighe Chapters
1, 2, 3, & 4

Assignment(s)

Forum 6: Traditional Versus Differentiated Instruction

Week 7: Know the Learner

Learning Objective(s)

Candidates will understand the concepts of “readiness” and “learning profile”.

Reading(s)

McGrath Chapter 2

Gregory & Chapman. Chapter 3

Assignment(s)

Candidates will complete Lesson Review #2: Differentiated Instruction: Identifying Student needs at the following web address: <http://cainc.com/professional-development/topics/DiffInstruction/index.htm>

BE sure and complete the Reading Assignments that are included in the tutorial.

Week 8: Learning Styles

Learning Objective(s)

Candidates will investigate teaching and learning strategies for diverse learners.

Reading(s)

Tomlinson
chapters
2 & 3

Assignment(s)

Project #2: Candidates will select to two specific groups of students (hearing impaired, Autistic, Merit, etc...) and will conduct a web search to identify educational needs of that group and teaching and learning strategies that are proven to be effective. You will create a chart and then all the charts will be posted and shared so that each member of the class will have a handy reference guide. You will want to organize around the concepts of readiness and learning style as certain groups contain some characteristics of these in common.

Forum 7: Learning Styles. Post Charts for Review

Week 9: Assessment

Learning Objective(s)

Candidates will articulate the use of assessment in the classroom as a tool for differentiation.

Reading(s)

McGrath, Chapter 7

Gregory & Chapman Chapter 4

Tomlinson & McTighe chapter 5

Assignment(s)

Forum 8: Assessment in the Classroom. How has what these authors had to say changed your thinking about assessment in the classroom?

Week 10: Formative Assessment: Checking for Understanding

Learning Objective(s)

Candidates will develop formative assessments and define adaptation needed to address proficiency using a variety of tools to check for understanding in the context of a learning activity.

Reading(s)

Fisher and Frey, chapters 1, 2, 3, & 4

Assignment(s)

Project #3: Write formative assessments for 5 learning activities that will check for understanding in a way that meets the needs of all students. Describe the assessment and what adaptations you would put in place for students with diverse learning needs. Provide a rationale for the viability of each assessment. Include the detailed learning activities with the assessments.

Week 11: Instructional Strategies for Differentiation

Learning Objective(s)

Candidates will learn a variety of instructional strategies to meet the needs of all learners in the classroom.

Reading(s)

Gregory and Chapman, Chapters
5 & 6

Tomlinson Chapter. 6

Tomlinson and McTighe, Chapter 7

Assignment(s)

Candidates will complete Lesson Review #3: Instructional Strategies at the following web address:
<http://cainc.com/professional-development/topics/DiffInstruction/index.htm>

Be sure and complete the Reading Assignments that are included in the tutorial. Complete the Lesson Reviews and submit in a Word document.

Forum 9: High Stakes Testing

Week 12: Instructional Strategies for Differentiation

Learning Objective(s)

Candidates will apply instructional strategies in order to differentiate instruction

Reading(s)

Assignment(s)

Project #4: Complete an Essentials Grid for your unit. (see figure 6.1 on page 70 in Tomlinson (2003).

Using the class profile from your classroom observation/interview from Week 1 apply these strategies to your unit to address the various learning needs within that classroom.

- Compacting
- Tiered Assignments
- Independent Study
- Contracts
- Learning Centers
- Adjusting questions
- Flexible Grouping

Use the templates that are available both in your books and through the tutorial. For the item: Adjusting Questions- be sure and write comprehension questions according to Bloom's taxonomy.

Forum 10: Peer Review of Essentials Grid. Please post your grid and respond to several of your classmate's grid posts.

Week 13: Lesson Planning to meet the needs of all students

Learning Objective(s)

Candidates will apply instructional strategies in order to differentiate instruction.

Candidates will demonstrate the ability to create a differentiated lesson plan.

Reading(s)

Gregory and Chapman, Chapters
7 & 8

Tomlinson and McTighe Chapter 9

Assignment(s)

Candidates will complete Lesson Review#4: Putting your plan in Action at the following web address: <http://cainc.com/professional-development/topics/DiffInstruction/index.htm> Be sure and complete the Reading Assignments that are included in the tutorial. Complete the Lesson Reviews and submit in a Word document.

Week 14: Principles of Learning, Models of Teaching & Cooperative Learning

Learning Objective(s)

Candidates will explain the characteristics and guidelines for using cooperative learning activities in the classroom.

Reading(s)

Saphier & Gower, Chapters
9, 10, 14, & 15

Assignment(s)

Project #5: Candidates will write five lesson plans that include instructional strategies for differentiating instruction. Candidates will identify how they will differentiate instruction within the context of their unit. Candidates will delineate how they will differentiate content, process and products based on the student characteristics of an inclusive general education classroom that includes students with disabilities, students who are English Language learners (ELL), students who come from impoverished families and students who are not literate in reading and mathematics. Include one well-defined cooperative learning activity in one of your lesson plans.

Forum 11: Open forum to share concerns, ask questions, share resources and make suggestions for completing the lesson plans.

Week 15: Multicultural Education

Learning Objective(s)

Candidates will understand the issues of multiculturalism and their impact on academic achievement in the classroom.

Reading(s)

Saphier & Gower, Chapter 18.

Assignment(s)

Learning Paper #2:

Web search: Investigate poverty, gender bias and cultural differences in order to write a personal reflection on your capacity to become a teacher leader.

Here are two web references to start you out. Please find at least three more. Please write a brief summary of what information you find there. We will post these for each other to help you develop a resource library. Look for web source that specifically address different cultural populations.

<http://www.ncrel.org/sdrs/areas/issues/educatrs/presrvce/pe3lk1.htm>

http://www.newhorizons.org/strategies/multicultural/front_multicultural.htm

Week 16: Teacher Leadership

Learning Objective(s)

Candidates will reflect on ideas on teacher leadership through understanding the social justice perspective of becoming a transformational educator.

Reading(s)

Tomlinson, Chapter 7

Assignment(s)

Final Paper: See below for specific directions.

Forum12: How can we solve the problems of educational inequity in poor schools? What can I do as an individual teacher? What can schools do?

Evaluation

Grading:

Name	Grade %
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Materials

Book Title: From Disability to Possibility : The Power of Inclusive Classrooms

Author: Schwarz, Patrick

Publication Info: Heinemann

ISBN: 9780325009933

Book Title: Fulfilling the Promise of the Differentiated Classroom

Author: Tomlinson, Carol Ann

Publication Info: Assoc. for Supervision & Curriculum Development

ISBN: 9780871208125

Book Title: Inclusion-Classroom Problem Solver

Author: Mcgrath

Publication Info: Heinemann

ISBN: 9780325012704

Book Title: Skillful Teacher

Author: Saphier, Jon

Publication Info: Research for Better Teaching

ISBN: 9781886822108

Book Title: Differentiated Instructional Strategies, 3rd ed.

Author: Gregory, G. and Chapman, C.

Publication Info: Corwin/Sage

ISBN: 9781452260983

Texts required for this course.

Gregory, G.H. & Chapman, C. (2012). *Differentiated instructional strategies*. (3rd ed). Corwin Press. Thousand Oaks, CA.

McGrath, C. (2007). *The inclusion-classroom problem solver*. Heinemann, Portsmouth, NH.

Saphier, J. & Gower, R. (2007). *The skillful teacher*. Research for Better Teaching, Inc. Acton, MA.

Schwarz, P. (2006). *From disability to possibility: The power of inclusive Classrooms*. Heinemann, Portsmouth, NH.

Tomlinson, C. (2003). *Fulfilling the promise of the differentiated classroom*. ASCD, Alexandria, VA.

Recommended Textbook for the degree program:

In addition to the required texts in this course, you are **strongly encouraged** to purchase the

Supplemental Text (depending on grade level)

Tomlinson, Carol A. (2003). *Differentiation in Practice: A Resource Guide for Differentiating Curriculum – Grades K-5*. ASCD , Alexandria, VA. ISBN: 0-87120-760-5

Tomlinson, Carol A. (2003). *Differentiation in Practice: A Resource Guide for Differentiating Curriculum – Grades 5-9*. ASCD , Alexandria, VA. ISBN: 0-87120-655-2

Tomlinson, Carol A. (2005). *Differentiation in Practice: A Resource Guide for Differentiating Curriculum – Grades 9-12*. ASCD , Alexandria, VA. ISBN: 1-4166-0050-7

Course Guidelines

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University Policies

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