

ST. PETERSBURG COLLEGE
COLLEGE OF EDUCATION

The mission of the Education Community is to prepare future educators who will promote lifelong learning and empower diverse communities.

COURSE SYLLABUS

Foundations and Application of Differentiated Instruction

The syllabus course calendar and other attending documents are subject to change during the semester in the event of extenuating circumstances.

Course Prefix:	RED 4654
Section #:	3194
Credit Hours:	
Co-requisites:	
Pre-requisites:	Permission of the Program or Admission to Educator Preparation Institute (EPI) with Reading Endorsement (Certificate with Financial Aid Eligibility) (EPIR-CT)

Day, Time and Campus:	Online	Online	Online
Modality:	Online - Weekly participation is required for attendance. Participation in this course is defined as posting to the discussion board or submitting an assignment.		
Professor:	Cher N. Gauweiler, Ph.D.		
Office Hours:	As posted on instructor website at: https://web.spcollege.edu/instructors/id/gauweiler.cher	Click here to enter text.	
Office Location:	Tarpon Springs	BB 106	
Office Phone:	(727) 712-5420		
Email Address:	gauweiler.cher@spcollege.edu or through MyCourses (preferred)		

ACADEMIC DEPARTMENT: College of Education

Dean:	Kimberly Hartman, Ph.D.	
Office Location & Number:	Tarpon Springs	BB 101

I. COURSE DESCRIPTION

This course focuses on issues related to differentiated reading instruction. Topics include the requisite knowledge and skills concerning the theory and characteristics of differentiated instruction. Students will apply theory to practice and implement assessment and evaluation methods for diverse K-12 student populations.

II. MAJOR LEARNING OUTCOMES AND COURSE OBJECTIVES

1. Students will examine the diversity of K-12 learners by:

- a. Working as a collaborative team to research the characteristics and needs for K-12 learners in each level of reading development (i.e., pre-emergent, emergent, early, fluent, mature).

- b. Developing a list of multisensory strategies to use when working with each group: the general student population, English Language Learners, students with Specific Learning Disabilities including conditions such as dyslexia, and the gifted population.
- c. Defining the socio-cultural, socio-political, and psychological variables within the context of their local schools and communities and discussing how these variables interact with K-12 learners' needs.
- d. Reviewing evidence-based strategies and assessments in working with English Language Learners.
- e. Researching resources from organizations focusing on students with special needs, including students with severe cognitive disabilities.

2. Students will apply and differentiate research-based instructional practices with K-12 learners by:

- a. Reviewing case studies for learners having difficulty in each of the components of reading.
- b. Creating Tier II and Tier III interventions for learners who require additional support.
- c. Implementing plans to monitor learners' progress and modify instruction for their needs based on data.
- d. Grouping learners by existing levels of performance and evaluating their academic gains.
- e. Developing and implementing a unit focusing on critical thinking and higher order questioning.

3. Students will engage in the systematic problem solving process by:

- a. Reflecting on instructional areas of success and noting areas to be improved upon.
- b. Justifying future instruction based on K-12 learner data and progress.
- c. Creating a portfolio for a multi-week project examining the differentiated reading interventions and progress of K-12 learners, including English Language Learners, struggling students, and gifted students.
- d. Analyzing case study videos for students with special needs and explaining how instruction could be modified.

III. REQUIRED TEXTBOOK(S), RESOURCES AND MATERIALS

A. Required Textbooks

Textbook(s)	<u>Required:</u> None
Anthology Portfolio	Anthology Portfolio is a requirement for students enrolled in all College of Education bachelor's degree programs (Secondary Mathematics Education, Middle Grades Mathematics Education, Exceptional Student Education, Elementary Education, Educational Studies) and for all Educator Preparation Institute (EPI) students.

B. Supplemental Material

<u>Resources:</u> Available in MyCourses	
<u>Library:</u>	http://www.spcollege.edu/libraries/

C. Technology

Technology is an essential tool for receiving and developing instruction. Students are expected to reference MYCOURSES continuously to assure all current content for class has been accessed.
All work must be submitted in an original electronic file format unless otherwise specified. Links to files are not acceptable.

IV. COURSE REQUIREMENTS & EXPECTATIONS

A. **School Based Hours (SBH) or Field Experience Hours (FEH) Course Requirements**

This course requires 0 hours of observation/participation in an appropriate setting as approved by the Office of School Partnerships.

Any student who is registered for a course with SBH/FEH is required to complete the application in Anthology Portfolio by the due dates specified by the OSP to guarantee placement.

B. **ALL Course Assignments**

100 Points-Weekly activities = 4 @ 25 pts. each = 100 pts.

100 Points-Discussions = 5 @ 20 pts. each

95 Points-Unit Plan (Plan-65 pts, Unit Plan Discussion, 30 pts.)

105 Points-Action Research Project (Action Research Portfolio Project 75 pts. and Presentation 30 pts.)

TOTAL points: 400

UCC Assignments: *Teacher candidates must demonstrate Uniform Core Curriculum (UCC) competencies and earn a 2 or higher for each indicator on all UCC assignments [FEAP, ESOL, FSAC, Reading Competencies (RC), Other Elements and Florida State Standards (FSS)] in order to successfully pass the course. Educational Studies students must earn a 2 or higher on each indicator on all PLO assignments.*

If the teacher candidate has not successfully demonstrated the UCC competency as stated above, he/she may have an opportunity (within the term) to work with the instructor to improve the understanding of the concept. The assignment must then be corrected and resubmitted, and will not receive a grade higher than a C. In the event of cheating or plagiarizing, see [BOT Rule 6Hx23-4.72](#) for consequences.

Students in a degree program must upload into Anthology Portfolio all FEAP, ESOL, PLO, and RC assignments (identified as Critical Reading Tasks) as denoted in the Uniform Core Curriculum Assessments table at the end of the syllabus.

For courses with lesson planning:

Adapting or modifying a lesson plan from an existing source (i.e., the internet) does not mean “copy and paste.” It means that, if you use someone else’s intellectual property for this purpose, you may read through the given source for ideas, but then rethink and rewrite the idea in your own words with your own modifications to meet the needs of the assignment. Anything adapted or used verbatim must be cited with credit given to the author(s). This includes specific citations on all supplementary materials (i.e., assignment sheets, graphic organizers, checklists) that are not originally your work. This applies to all COE lesson plans unless the instructor directly specifies otherwise.

C. **Assignment Late Policy**

Because assignments are posted at least two weeks in advance, there are no late assignments submissions. If there are extenuating circumstances such as a medical emergency, students must contact the instructor prior to the due date for an extension.

V. SYLLABUS STATEMENTS COMMON TO ALL COE SYLLABI

A. COE SYLLABUS STATEMENTS

<https://docs.google.com/document/d/1VrvFtlW9RP12YgbSrHdstAkktd-BtneMQuttI5khNzQ/edit?usp=sharing>

B. SPC SYLLABUS STATEMENTS

<http://www.spcollege.edu/addendum/>

Each student must read all topics within this syllabus and the content of the links. If the student needs clarification on any items in the syllabus or linked statements, he/she should contact the course instructor.

If you remain enrolled after the drop date this signifies that you agree to abide fully by the parameters set in this syllabus and any syllabus addendum.

VI. CALENDAR AND TOPICAL OUTLINE

No assignments will be accepted after the last date to submit posted on the syllabus/calendar/MyCourses.

DATE	TOPICS	ASSIGNMENTS
Week One 10/9-10/13	Essential Components of Reading	Discussion #1 – Introductions and Explanation of Terms Due Sun., 10/15, by 11:30 p.m.
Week Two 10/16-10/20	English Learners Teachers will review WIDA (World-class Instructional Design and Assessment) resources, including a list of strategies and assessments to use in working with ELLs.	Activity #2 – Group Presentation Due Wed., 10/18, by 11:30 p.m. Discussion #2 – Multisensory Strategies Due Wed., 10/18, by 11:30 p.m.
Week Three 10/23-10/27	Examining the Diversity of K12 Learners Multisensory Strategies Characteristics and needs for K-12 students	Activity #3 – Monitoring Goals Due Sun., 10/22, by 11:30 p.m. Discussion #3 – Differentiated Instruction Due Sun., 10/22, by 11:30 p.m.
Week Four 10/30-11/3	Socio-cultural, socio-political, and psychological variables	Activity #4 – Interventions Due Sun., 10/29, by 11:30 p.m. Discussion #5 – Theories Due Sun., 10/29, by 11:30 p.m.
Week Five 11/6-11/10	Individualized Education Plans for conditions including dyslexia and 504 plans Measurable Goals	Activity #5 – Unit Plan Starter Due Sun., 11/5, by 11:30 p.m.

<i>College Closed 11/10 in observance of Veteran's Day on 11/11</i>	Case Studies-Tier II and Tier III interventions *Review Final Project information	Discussion #5 – Unit Plan Topic and Annotated Reference List Due Sun., 11/5, 11:30 p.m.
Week Six 11/13-11/17	Unit Plan-6 Components of Reading *Begin Final Action research Project if you haven't already	Activity #6 - Unit Plan Due Sun., 11/12, by 11:30 p.m. Discussion #6 – Unit Plan Implementation and Reflection Due Sun., 11/12, by 11:30 p.m.
Weeks Seven & Eight 11/20-12/1 <i>College Closed 11/20-11/24 for Thanksgiving Break</i>	Synthesis Final Portfolio Summative Assessment	Final Step One: Action Research Portfolio Project Due Sun., 11/19, by 11:30 p.m. Final Step Two: Action Research Portfolio Project Presentation Discussion Due Sun., 12/3, by 11:30 p.m.

VII. Uniform Core Curriculum / Program Learning Objectives Assignments

[UCC Tables for Active Courses.xlsx](#)

This course offers opportunities for students to engage with the following Universal Design for Learning (UDL) General Understandings and Essential Components (1.0s and 2.0s): Not mapped on UDL framework.