

Instructor: Mrs. Lisa Doucette

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Course Information: Available completely online @ <http://online.coe.ufl.edu>

## Course Purpose and Objectives

This course is designed to provide teachers, administrators, and other professionals with information and expertise related to differentiating instruction to effectively meet the academic needs of the full range of students in their school's inclusive settings. As part of this course, participants will be able to:

- Define differentiated instruction and describe the key elements of a differentiated classroom,
- Differentiate instruction for curriculum content, instructional process, and student products,
- Understand and demonstrate various approaches and ways that students can be grouped for instruction,
- Understand and describe various techniques and strategies that can be used in differentiated classrooms.

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## Required Texts

Tomlinson, C.A. (2001) *How to differentiate instruction in mixed ability classrooms* (2<sup>nd</sup> Edition). Alexandria, VA: ASCD

Gregory, G.H. & Chapman, C. (2013) *Differentiated instructional strategies: One size doesn't fit all*, (3<sup>rd</sup> Edition). Thousand Oaks, CA: Corwin Press

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## Distance Delivery/Course Format:

Since this course is provided via distance education, students who enroll should be comfortable with using the internet and email and should recognize that all course activities will be handled electronically. There will be no class meetings and students will not attend any group or class sessions. All communication with the instructor should be handled via email. Email is usually answered within 24 hours. When using email, please include "EEX 4294" and your name in the subject line.

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## Instructional Accommodations

Students with disabilities, who need reasonable accommodations to complete tasks successfully and otherwise satisfy course criteria, are encouraged to contact me early in the course to identify and plan specific accommodations. Students will be asked to provide a letter from the Office for Students with Disabilities.

## Course Requirements

All course tasks must be completed on time unless the student has received an extension from the instructor prior to the due date. There will be no extra credit opportunities. **Please note that participation is essential and participation in group discussions cannot be made up after the end of the module.**

### Assignments

Please do your assignments carefully and **on time**. All deadlines are effective at 11:59 pm on the day indicated (unless otherwise specified). Assignments (excluding discussion posts and exams) may be submitted late up to 48 hours. However, they will receive no more than 70% of the total possible points available for the assignment.

Assignments are as follows:

- (1) Discussion Groups & Activities (125) - Participants will be involved in discussions each week as well as activities that will be turned in via the course website. It is expected that you will post your thoughts, questions, and ideas about important points in the readings and other module materials. Topics for these discussions will be available via the discussion & activity links on the course website. There will be 2 opportunities for points each module, typically one discussion and one activity. Participants can receive up to 10 points for each of the 12 discussions/activities for a maximum of 120 points. **Please note that you will receive NO CREDIT if you do not meet the minimum required posts by the due date.** The first "discussion" will be the course introduction which is worth 5 points. Evaluation of your participation in discussions will be based on the following criteria:
  - a. ...include your own personal experiences in your posts.
  - b. ...include literature and/or resources drawn from this course or from outside of this course in your posts.
  - c. ...include connections with the feelings, experiences, and ideas of other participants (either from the current or past discussions) in your posts.
- (2) Exams (100) - Participants will complete two exams. The first will be open February 25<sup>th</sup> and 26<sup>th</sup>; the second will be open April 22<sup>nd</sup> and 23<sup>rd</sup>. **Exams cannot be made up** because after the exam closes, participants have the opportunity to review the exam and the correct answers. Each exam is worth a maximum of 50 points for a total of 100 points.
- (3) Lesson Plan (25) - Each participant will develop a lesson plan based on the principles of differentiated instruction. This assignment will include a practical application of the concepts covered as you develop lessons that accommodate for the diverse needs of the students and problem solve many of the complexities of meeting the diverse needs of a range of students in an inclusive classroom. The lesson plan is to be completed using the Lesson Plan template provided. Several samples and specific instructions will be available in Module 5. The lesson plan is worth 25 points and will be due at the end of Module 5.
- (4) Final Reflective Paper (25) - As the last task for this course, you will write a narrative paper (2-3 double spaced pages) that links the key concepts from the literature and the various strategies to your own emerging ideas about different models of teaching and/or differentiation of instruction. The purpose of this assignment is to demonstrate your understanding of key course concepts as well as your ability to apply, analyze and synthesize your emerging understandings of differentiation. This paper is worth a maximum of 25 points and is due by April 19<sup>th</sup>.

## Technical Difficulties

All assignments should be submitted via the appropriate links on the course website. On rare occasions, technical difficulties prevent students from uploading an assignment. If the website is ever down or unavailable, you may submit your assignment by emailing it directly to me. This serves as evidence that the assignment was completed on time. However, careful preparation and organization in this course will go a long way. You have the course calendar and the due dates for all assignments and exams - plan ahead!

*Lack of planning on your part does not constitute an emergency on my part.*

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## University of Florida Honor Code

The University's policy on academic honesty and plagiarism will be in effect for all assignments. " *We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.*" Under this code you are required to inform the instructor if you become aware of dishonest behavior on the part of other students in the class. Also, in this class, be especially careful that you do not plagiarize by copying work from the Internet without properly crediting its source. Refer to your student handbook for a thorough discussion of the policy and the consequences of academic dishonesty.

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## Final Grades

Note that there are **no** deadline extensions in this course except in clearly extraordinary circumstances, and documentation will likely be requested to support your claim. Therefore, it is strongly recommended that you submit materials *well before deadlines* rather than waiting until the last minute. The course grade is based upon the work completed during this semester. Grades will be assigned using the following scale.

Grade	Percentage
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	62-66
D-	60-62
E	Below 60