

Instructor: Mrs. L. 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, students 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.

Required Texts

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

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

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 will be handled via email. Email is usually answered within 48 hours.

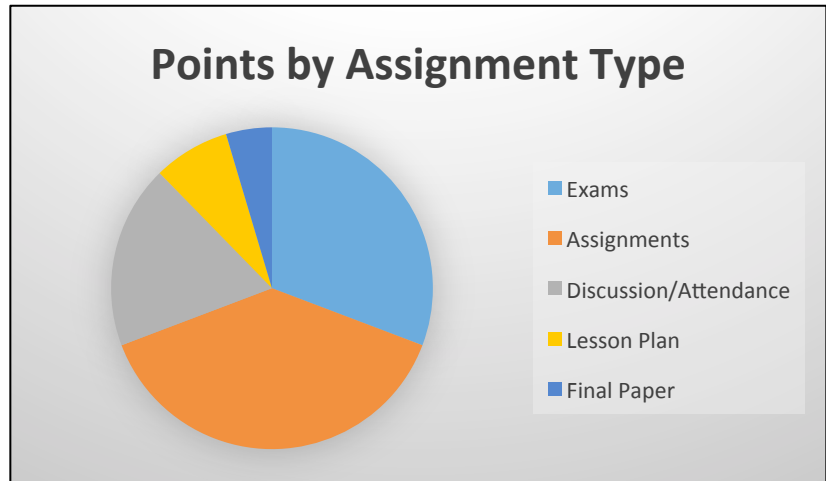
Instructional Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Course Requirements

All course tasks must be completed on time. All deadlines are effective at 11:59 pm on the day indicated (unless otherwise specified). Assignments (excluding exams and discussions/attendance) may be submitted up to 7 days late, however, they will receive no more than 50% of the total possible points available for the assignment. It is your responsibility to email me if you have turned in a late assignment in order for it to be graded.

There will be no extra credit opportunities. Requirements for this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.



Opportunities for Points:

- (1) Assignments (125) - Each module will have 2 assignments that will be turned in via the course website. Students can receive up to 10 points for each of the 12 discussions/activities for a maximum of 120 points. *Points are awarded for thoroughness, so the bare minimum will not receive full credit.* Five points will also be awarded for students who complete the course introduction on or before the due date of January 9th.
- (2) Discussions/Attendance (60) - Students will be involved in discussions each week related to the assignments. Students will earn 5 points for each of the 12 discussions for a maximum of 60 points if they have met the required number of discussions by the end of the module. This counts as your attendance for each module. **Discussions/attendance cannot be made up.** It is expected that you will post your thoughts, questions, and ideas about important points in the readings and other module materials. To make your posts as meaningful as possible, consider the following:
 - ...include your own personal experiences.
 - ...include literature and/or resources drawn from this course or from outside of this course.
 - ...include connections with the feelings, experiences, and ideas of other students (either from the current or past discussions).
- (3) Exams (100) - Students will complete two exams. The first will be open February 24th and 25th; the second will be open April 21st and 22nd. **Exams cannot be made up** because after the exam closes, students 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.
- (4) Lesson Plan (25) - Each student 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 during Module 5.
- (5) Final Reflective Paper (15) - As the last task for this course, you will write a 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. This paper is worth a maximum of 15 points and is due during Module 6.

Reading Schedule

		
Module 1	<p><u>Chapters 1-4</u></p> <p>What Differentiated Instruction Is - And Isn't The Rationale for DI in Mixed-Ability Classrooms</p> <p>The Role of the Teacher in a Differentiated Classroom</p> <p>The Learning Environment in a Differentiated Classroom</p>	<p><u>Chapters 1-2</u></p> <p>One Size Doesn't Fit All</p> <p>Creating a Climate for Learning</p>
Module 2	<p><u>Chapters 5-7</u></p> <p>A Look Inside Some Differentiated Classrooms</p> <p>Strategies for Managing a Differentiated Classroom</p> <p>Preparing Student and Parents for a Differentiated Classroom</p>	<p><u>Chapters 3 & 5</u></p> <p>Knowing the Learner</p> <p>Adjusting, Compacting, and Grouping</p>
Module 3	<p><u>Chapters 8-10</u></p> <p>The How To's of Planning Lessons Differentiated by Readiness, Interest, and Learning Profile</p>	<p><u>Chapter 6</u></p> <p>Instructional Strategies for Student Success</p>
Module 4	<p><u>Chapters 11-13</u></p> <p>Differentiating Content</p> <p>Differentiating Process</p> <p>Differentiating Products</p>	<p><u>Chapter 7</u></p> <p>Curriculum Approaches for Differentiated Classrooms</p>
Module 5	<p><u>Chapter 14</u></p> <p>Grading in a Differentiated Classroom</p>	<p><u>Chapter 4</u></p> <p>Assessing the Learner</p>
Module 6	<p><u>Appendix</u></p> <p>A Few Instructional and Management Strategies for Differentiated, Multi-Ability Classrooms</p>	<p><u>Chapter 8</u></p> <p>Putting It All Together in Your Differentiated Classroom</p>

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.

University of Florida Student Honor Code

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

Final Grades

Information on current UF grading policies for assigning grade points can be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>. 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	63-66
D-	60-62
E	Below 60