



CHIPOLA COLLEGE

COURSE SYLLABUS

Chipola's website: www.chipola.edu

COURSE TITLE:

Differentiated Instruction for the Inclusive Classroom

COURSE NUMBER:

EEX 3294

COURSE DESCRIPTION (with prerequisites):

This course focuses on preparing pre-service teachers for the inclusive classroom setting. Emphasis will be placed on differentiating instruction to effectively meet the academic needs of students in the inclusive classroom. This course requires a field placement. 3 semester credit hours.

NAME(S) OF INSTRUCTORS:

Donna Doelman

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EFFECTIVE ACADEMIC YEAR:

2015-2016

REQUIRED TEXTBOOKS AND INSTRUCTIONAL SUPPLIES:

Including Students with Special Needs, A Practical Guide For Classroom Teachers, M. Friend and W. Bursuck, 5/E. Pearson, 2009 ISBN: 9780205608409. The website that accompanies this textbook, go to www.myeducationlab.com. A copy of the following documents downloaded from CANVAS course site OR www.fldoe.org:

- Guide to FCAT and FCAT 2.0 Accommodations for Students with Disabilities*
- Accommodations: Assisting Students with Disabilities*

GRADING POLICY:

The standing of a student in each course is expressed by one of the following letters and corresponding grading system:

A – 90 – 100

B – 80 – 89

C – 70 – 79

D – 60 – 69

F – 59 or less

The Chipola Catalog provides policies and procedures regarding the grading system. A student's Grade Point Average is derived from the grading system/quality point scale.

ATTENDANCE AND WITHDRAWAL POLICIES:

Chipola College expects regular attendance of all students. Students who are absent from classes for any reason other than official college activities must satisfy the instructor concerned that the absence was due to illness or other clearly unavoidable reasons. Otherwise, the student may suffer grade loss at the discretion of the

instructor. Chipola policy allows each instructor to specify in the Instructor First Day Handout whether or not an absence is excusable and what affect the absence or tardy may have on the grade.

A student is allowed to repeat a course a maximum of three (3) times. **On the third attempt a student (1) must bear the full cost of instruction (unless waived by Student Services), (2) cannot withdraw, and (3) must receive a grade.**

MAKE-UP POLICY:

Chipola allows each instructor to specify in the Instructor First Day Handout the makeup policy.

ACADEMIC HONOR CODE POLICY:

Students are expected to uphold the Academic Honor Code. Chipola College's Honor Code is based on the premise that each student has the responsibility to (1) uphold the highest standards of academic honesty in his/her own work; (2) refuse to tolerate academic dishonesty in the college community; and (3) foster a high sense of honor and social responsibility on the part of students. Further information regarding the Academic Honor Code may be found in the Chipola Catalog, Student Governance section.

STUDENTS WITH DISABILITIES POLICY:

Chipola College is committed to making all programs and facilities accessible to anyone with a disability. Chipola's goal is for students to obtain maximum benefit from their educational experience and to effectively transition into the college environment. Students with disabilities are requested to voluntarily contact the Office of Students with Disabilities to complete the intake process and determine their eligibility for reasonable accommodations.

LIBRARY AND ON-LINE REFERENCE MATERIALS:

The library is a comprehensive learning resource center providing information in print, electronic, and multimedia format to support the educational objectives of the College. On-line catalogs, e-books and electronic databases can be accessed by using the *LINCCWeb* icon on the Chipola Library website at www.chipola.edu/library. If you have questions about database usage consult the "How to Use the Chipola Databases" on the Library website or call the Library at 850/718-2274 during regular hours. Library hours are posted each semester at the building entrance and on the Library website. See your Instructor First Day Handout for individual instructor recommendations and resources.

TECHNOLOGY RESOURCES:

The college's learning management system is **Canvas**. Classes become available on Canvas on the first day of the semester. It is the student's responsibility to log onto the Canvas system the first day of class to establish the first day of attendance and to check announcements. All official class communication must be through Canvas. For further information, contact your instructor or the Director of eLearning. The Canvas support hotline is available online in live chat and on the phone, toll-free, at 855-308-

2812 for any issues in accessing or utilizing Canvas. The **Information Technology Center**, located in the library, is equipped with computer workstations. Lab hours are posted each semester at the building entrance and on the Library website.

FREE TUTORING RESOURCES:

The Academic Center for Excellence (**ACE**) Lab, located in Building L, offers free tutoring from 8 a.m. to 5 p.m. and is equipped with computer workstations. ACE lab hours are posted each semester at the room entrance and on the website. Additionally, Chipola College has contracted **Smarthinking**, a Pearson Company, for online tutoring services, accessible especially from 5 p.m. to 8 a.m. and weekends. Smarthinking can be accessed through Canvas.

ELECTRONIC DEVICE USAGE STATEMENT:

Classrooms should be free of all unnecessary distractions from the task of learning. Therefore, as a general rule, students should silence and avoid use of all electronic devices (laptops, phones, tablets, etc.) not being used for coursework. Consult first-day handouts for any specific policies related to the use of electronic devices in the classroom, as they may vary depending upon the nature of the course or the guidelines of the instructor. Faculty reserve the right to regulate the use of electronic devices and their accessories in class.

DISCIPLINE SPECIFIC COMPETENCIES / LEARNING OUTCOMES:

- E – 1 Demonstrate understanding of instructional design and lesson planning by applying concepts from human development and learning theories.
- E – 2 Demonstrate ability to maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive and collaborative.
- E – 3 Demonstrate effective instructional delivery and facilitation by utilizing deep and comprehensive knowledge of core content.
- E – 4 Demonstrate understanding of assessment by analyzing and applying data from multiple assessments to diagnose learning needs and inform instruction.
- E – 5 Demonstrate continuous improvement by designing purposeful goals to strengthen instructional effectiveness and impact student learning.
- E – 6 Demonstrates professional responsibility and ethical conduct and fulfills expected obligations to students, the public, and the education profession.

Student Learning Outcomes for EEX 3294 Differentiated Instruction for the Inclusive Classroom The students will:	Florida Educator Accomplished Practice Indicators (FEAPS)	Professional Education Competencies (PC)	Florida Exceptional Education Competencies And Skills (FCS)	Florida Elementary Education Competencies and Skills (FCS)	Florida Performance Standards And Indicators for ESOL	Assessment Measures Used by Faculty
Define and describe key elements for differentiated instruction.	5.5					Class Participation Task CC8C

Identify and explain learning styles and how to apply learning styles to students in the inclusive setting.	5.4					Class Participation
Gain experience by completing a field placement in an inclusion classroom and develop a field journal to include assignments.						Field Placement Log Task CC10C
Plan with supervising teacher to teach a lesson within the inclusive classroom incorporating necessary supports, a hands-on activity, higher order questions, and assistive technology (if needed).			1.7			Field Placement Log Task CC10C
Define and apply the principles of multiple intelligences to the diverse learner.		5.1				Class Participation In-Class Activity
Demonstrate various approaches to cooperative learning groups for the inclusive classroom.	2.7, 3.14, 4.9					Class Participation M.A.
Participate in open discussions about state and federal mandates regarding inclusion.			1.1, 1.2			Class Participation
Collaborate with classmates as a team to development a “mock” individualized education plan using a case study.			1.2, 1.6			In-Class Activity M.A.
Design activities and learning centers for diverse learners in the inclusive classroom.	5.9	5.1	3.5			In-Class Activity- (Make & Take) M.A.
Identify positive behavior supports (PBS) and collaboration strategies in working with students and parents in an inclusive setting.	2.1, 2.2		4.5			In-Class Activity Attend PD on Behavior Management / PBS
Discuss current trends and issues regarding response to intervention model (RTI).			1.7			Class Participation Task CC8C

****Assessment Codes**

T = Tests Pre/Post = Pre- and Post-Tests OT = Objective Tests UT = Unit Tests Q = Quizzes F = Final Examination CF = Cumulative Final EX = Departmental Exam SE = Nat'l or State Standardized Exam	RPT = Report/Presentation SP = Skills Performance SD = Skills Demonstration W = Writing Assignments E = Essays DE = Documented Essays RP = Research papers J = Jury R = Recital	Proj. = Projects Exp. = Experiments Cap. Proj. = Capstone Project Cap. Course = Capstone Course Prac. = Practicum Intern. = Internship H = Homework PS = Problem Solving DB = Discussion Board	BO = Behavioral Observation Clin. = Clinicals CS = Case Study CP = Case Plan Port. = Portfolio Obs. = Teacher Observation Sk. Check = Skills Check-off Curriculum Frameworks JP = Judged Performance/Exhibition
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MEANS OF ACCOMPLISHING STUDENT LEARNING OUTCOMES:

- E – 1 Demonstrate understanding of instructional design and lesson planning by applying concepts from human development and learning theories.
- E – 2 Demonstrate ability to maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive and collaborative.

- E – 3 Demonstrate effective instructional delivery and facilitation by utilizing deep and comprehensive knowledge of mathematics.
- E – 4 Demonstrate understanding of assessment by analyzing and applying data from multiple assessments to diagnose learning needs and inform instruction.
- E – 5 Demonstrate continuous improvement by designing purposeful goals to strengthen instructional effectiveness and impact student learning.
- E – 6 Demonstrates professional responsibility and ethical conduct and fulfills expected obligations to students, the public, and the education profession.

ASSIGNMENT AND/OR COURSE OUTLINE

Course Evaluation Criteria:

Tasks 55%

Major assignments 30%

Class Attendance and Participation 15%

Your final grade will be based upon the college grading scale which is as follows:

A	B	C	D	F
93 – 100	83 – 92	70 – 82	60 – 69	Below 60

**Tasks must meet the criteria for “demonstrated” as determined by the scoring rubric to earn credit for this course.*

A task judged as “partially demonstrated” or “not demonstrated” may be resubmitted for the purpose of demonstrating the accomplished practice indicator. The original grade will be used when calculating the course average. Points will not be deducted or added for resubmission.

No grade will be given for the course until all tasks have been successfully demonstrated AND an acceptable formal reflection submitted with it.

The Chipola Catalog provides specific information regarding other outcomes from the grading system. A student’s Grade Point Average is derived from the grading system/quality point scale.

Students enrolled in EEX 3294 will be required to complete following:

A. Tasks

1. Task CC10C: Field Journal

This task is designed for the teacher candidate to create a field journal documenting assignments and including personal reflection of his /her participation and interactions in an inclusion classroom in his / her content level. Assignments include development and presentation of a lesson plan for diverse learners, collecting and analyzing student performance, adjusting the lesson plan to meet individual student needs based on lesson performance data, completing specific observation notes. **(FEAP 5.09)**

2. Task CC8C: Tiered Instruction

This task is designed for the student to research differentiated instruction and develop tiered lesson plans. The teacher candidate will write two different tiered lesson plans. One plan must be written to differentiate readiness. The teacher candidate can choose to write an additional tiered lesson based on learning styles or interest. **(FEAP 4.02, 5.04, 5.05, 5.09)**

B. Additional Assignments

1. Response to Intervention Tiered Instruction:

This assignment is designed for the teacher candidate to research the Rtl model and develop a plan of instruction for reading and math. The students will be placed in cooperative learning groups by the instructor. The groups will be assigned a reading and math concept. The groups will collaborate to create a plan for reading and math. The plans must include the use of cooperative learning and multiple intelligences. The groups will present their plans to the rest of the class. A portion of the grade will be based on results from individual team member assessments .

2. Individual Education Plan

The teacher candidate will be placed in a group by the instructor. The teams will use a case study to develop an IEP with emphasis on identification of appropriate accommodations and the general education teacher role in the IEP process.

3. Positive Behavior Support (PBS)

The teacher candidate will write a lesson plan for a behavior selected by the course instructor. The plan will be designed based on information from the Florida PBS project.

4. Quizzes

The teacher candidate will complete quizzes based on the Florida Teacher Certification Exam.

ATTENDANCE, PROCEDURES, AND WITHDRAWAL POLICIES:

1. **Attendance:** **You are expected to attend highlighted class sessions shown in the tentative schedule.** Class will begin at the scheduled time. Students are expected to be prepared to begin work at this time. Students will be counted tardy if they arrived late or if they leave early. The following requirements will be upheld:
 - A. Three late arrivals and/or early departures are equivalent to one absence.
 - B. A tardy of more than 15 minutes will be recorded as an absence.
 - C. If you have to leave the class for any reason during the 50-minute class period, please take your books. As in the cell phone policy, you will not be permitted to reenter the classroom during that class period. Leaving early will be treated as a tardy.
2. **Procedures.**
 - A. Work is to be handed in at the beginning of class – on the assigned due dates. A penalty will be assigned to work handed in after this time.
 - B. Student conversations in class must be confined to specific course readings and relevant examples.
 - C. Remember that class time is not meal time. Beverages must be in a leak proof container.
 - D. Cell phone/Electronic Device Usage Campus-wide Policy will be upheld.

E. No laptops without permission.
See your Instructor First Day Handout for individual instructor assignment schedule.