Spring/Summer 2013

Instructional Approaches for Diverse Learners
SPED 503
Google +
Wednesday, 6:00-8:30PM

Instructor:
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Phone: (607) 777-7330
Email: nfenty@binghamton.edu
Office Hours: 4:00-5:30 pm Wednesday or by appointment

Course Texts/Materials:
8) http://www.corestandards.org/the-standards (Required)
9) Additional readings and materials will be posted to the course Blackboard website. It is expected that students will be able to download/upload materials and
required readings. For assistance with Blackboard, please email blackboard@binghamton.edu

Course Overview:

*Instructional Approaches for Diverse Learners* prepares educators to engage in reflective decision-making and research-validated professional practice that results in creation of effective instructional programs for diverse groups of children. Knowledge of educational goals and assessment strategies are essential components of reflective practice. The hybrid course will involve lecture, online and in-class discussions, required readings, and a variety of assignments completed in and out of class. After taking SPED 503, students will be able to:

a. Discuss academic difficulties students may experience (CC2K5; CC2K6);
b. Describe the National and State Standards for teaching math, reading, English, science and social studies (CC7K3; CC8K5);
c. Review and apply progress monitoring methods (CC8K4; CC8S2; CC8S5);
d. Discuss methods for monitoring student progress within the curriculum and apply the procedures in a classroom setting (CC8K4; CC8S2; CC8S5);
e. Review components of effective instruction for students with diverse learning needs (CC4S2; CC4S3; CC4S4);
f. Review planning and delivering instruction for students with learning difficulties (CC7K2; CC7S1; CC7S5; CC7S10; CC7S11; IGC, Standard 4 Instructional strategies; IGC, Standard 7 Instructional planning);
g. Develop an instructional unit that includes differentiated instruction
h. Teach a lesson using research-based instructional strategies, monitor student performance, and reflect on implementation (IGC, IGC, Standard 4 Instructional strategies; Standard 7 Instructional planning).

*Council for Exceptional Children (2003). What every special educator must know: The international standards for the preparation and certification of special education teachers (5th ed.).

CC= Common Core standards; IGC = Individualized General Curriculum Referenced Standards

Professional Participation

Candidates are expected to be present and prepared for each class by reviewing assigned text readings, journal articles, and other online readings to contribute to thoughtful participation in class sessions and group and individual activities. Students must provide documentation to receive any credit for assignments due to absence. In the event of absence, even with documentation, the amount of credit received for any assignment is at the discretion of the professor. As a general rule, there will be a 20 percent deduction on ALL assignments due in class for every 24 hour period after the 6:00 p.m. class start time.
Assignments

Class Participation and Lead Readings
Candidates will be provided with a form for self-evaluation and learning. The form will remain in each candidate’s folder throughout the semester. Candidates will be required to fill out the appropriate row that corresponds to each class session. Candidates will be expected to engage in and lead extensive in-class discussions about readings (this format will be decided on the first day of class). Class participation will be a cumulative grade throughout the semester.

Differentiated Cross Curricular Lesson Plan
You will be required to develop four lesson plans to accompany your final mini unit. Separately, you will turn in and actually implement one of those lesson plans before the final unit plan. This lesson plan should focus on your primary content area, literacy and at least one additional content area. This lesson plan should be implemented with at least two students. At least one of the students involved in this lesson must be a student with or at risk of a disability. All lesson plans should include such information as rationale, objectives, standards, accommodations, materials, procedures, and assessments (See the lesson plan chart form provided on blackboard). In addition, this lesson plan should include a section for reflection and artifacts such as pre/post assessments should be attached.

Research Based Content Literacy Strategy Demonstration
In pairs, you will present a research based content literacy strategy. Pairs will provide a specific instructional activity to demonstrate how the content literacy strategy can be used to differentiate the learning process. Prior to the due date, your pair will explore a research-based strategy and accompanying instructional activity using class and outside resources. During the presentation, you will complete a 20-30 minute demonstration (which will include an introduction of the strategy, the research base, and an activity to contextualize the strategy). You will also share handouts, which will include the materials and instructions your classmates will need to replicate the activity. An annotated summary of at least two current intervention research studies supporting the strategy’s efficacy is also required. Each group member must be actively involved throughout the demonstration.

Differentiated Cross-Curricular Unit Proposal: Unit Plan and Lesson Plans
The final differentiated cross-curricular unit will include a curriculum map, a unit plan, and four lesson plans (one implemented). A narrative will also be required that includes an overall summary description and reflection about each step (i.e., curriculum map, unit plan, and four lesson plans) in the process of creating this assignment. A fieldwork log should also accompany the final paper.

Whole Group Presentations. Candidates will be required to provide an overview of their mini unit and the lesson plan they delivered by engaging in whole group presentations. The presentation will consist of a one-page handout that provides an overview of the plan.
STUDENTS WITH DISABILITIES
Students who have a documented disability and wish to discuss academic accommodations should contact the instructor as soon as possible to explore alternative arrangements in completing assignments or taking exams for this class. Additional assistance also is available through the Office of Services for Students with Disabilities (SSD) at 777-2686. Their office is at UU-119. The SSD office makes formal recommendations regarding necessary and appropriate accommodations based on your specific diagnosed disability. Information about your disability will be treated in a confidential manner.

ACADEMIC HONESTY
Binghamton University enforces a Code of Academic Honesty. All members of the University community have the responsibility to maintain and foster a condition and an atmosphere of academic integrity. Specifically, this requires that all classroom, laboratory, and written work for which a person claims credit, is in fact that person’s own work. The University Student Handbook publication has detailed information on academic integrity.

Students assume responsibility for the content and integrity of the academic work they submit. Students are in violation of academic honesty if they incorporate into their written or oral reports any unacknowledged published or unpublished or oral material from the work of another (plagiarism); or if they use, request, or give unauthorized assistance in any academic work (cheating). (SOE Academic Honesty Policies)

Plagiarism and cheating will not be tolerated in this class. Incidents of either will result in a failing grade for the assignment in question. Please see me if you have questions concerning what constitutes cheating or plagiarism.

CLASSROOM ENVIRONMENT
The faculty and staff in the School of Education are committed to serving all enrolled students. The intention is to create an intellectually stimulating, safe, respectful and enjoyable class atmosphere. In return, I expect that each of you will honor and respect the opinions and feelings of your fellow students.
## Tentative Course Schedule

**Note:** This is a proposed schedule, which is subject to change as some lectures/activities may require more or less class time. Additional course readings may be provided in class or on Bb.

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment(s) due</th>
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<tbody>
<tr>
<td>1</td>
<td>May 1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Course Overview, course calendar, introductory lecture</td>
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<tr>
<td>2</td>
<td>May 8&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Differentiated Assessment; Differentiating Planning and Instruction</td>
<td>Chapman &amp; King (2005); Nolet &amp; McLaughlin (2005); Additional Readings Provided</td>
<td>Lead Readings</td>
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<td>3</td>
<td>May 17&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Instructional strategies for students at risk or who have been diagnosed with disabilities (Literacy)</td>
<td>Mastroiopieri &amp; Scruggs (2010); Additional Readings Provided</td>
<td>Lead Readings</td>
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<td>4</td>
<td>May 18&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Instructional strategies for students at risk or who have been diagnosed with disabilities (Literacy)</td>
<td>Mastroiopieri &amp; Scruggs (2010); Additional Readings Provided</td>
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<td>5</td>
<td>May 29&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Cross Curricular Planning and Instruction</td>
<td>Drake (2007); Boyle &amp; Baise (2008); Cervetti et al., (2012); Additional Readings</td>
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<td>Week</td>
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<td>Topic</td>
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<td>6</td>
<td>June 5th</td>
<td>Instructional strategies for students at risk or who have been diagnosed with disabilities (Other Content Areas)</td>
<td>Mastropieri &amp; Scruggs (2010); Additional Readings Provided</td>
<td>Lead Readings</td>
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<td>7</td>
<td>June 21st</td>
<td>Inclusive Teaching; Collaboration; Standards Based Reform and Students with Disabilities</td>
<td>Benner (1998); Peterson &amp; Hittie (2010); Additional Readings Provided</td>
<td>Lead Readings</td>
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<td>8</td>
<td>June 22nd</td>
<td>Research Based Content Literacy Strategy Demonstrations; Whole Group Presentations</td>
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<td></td>
<td>June 26th</td>
<td>No Class; Final Unit Proposal Due by 8:30PM</td>
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