



## SED 510: Assessment in Teaching and Learning COURSE SYLLABUS: Spring 2020 DTR

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### COURSE INFORMATION

#### Materials – Textbooks, Readings, Supplementary Readings:

*Textbook(s) Required:*

##### ***How to Differentiate Instruction in Academically Diverse Classrooms***

Paperback: 184 pages  
Publisher: ASCD, 3<sup>rd</sup> Edition, 2017  
Language: English  
ISBN-13: 978-1-466-2330-4

##### **Recommended Additional Resources:**

Gregory, G.H. & Chapman, C. (2002). *Differentiated Instructional Strategies: One Size Doesn't Fit All*. Thousand Oaks, CA.: Corwin Press, Inc.

Heacox, D. (2009). *Making Differentiation a Habit: How to Ensure Success in Academically Diverse Classrooms*. Free Spirit Publishing Inc.

Wormeli, R. (2006). *Fair isn't always equal: Assessing and grading in the differentiated classroom*. Portland, ME: Stenhouse

#### Course Description:

This course will provide an overview of best practices and techniques related to the instructional needs of students whose abilities, interests, learning preferences, and affect/environment vary. Participants in this course will engage in the exploration of research related to differentiated instruction. They will study the characteristics of diverse learners and develop the knowledge and skills necessary to implement differentiation strategies to improve student achievement.

#### Student Learning Outcomes:

##### **Participants in this course will be able to:**

- Define differentiated instruction and its key elements.

- Recognize common characteristics of diverse learners.
- Evaluate assessment data to develop lessons that utilize differentiation principles and techniques.
- Create lessons that differentiate content, process, and product to address varying degrees of student readiness, interests, and experiences.
- Utilize documented differences in student need to create a rigorous classroom environment that maintains high expectations for all students.

## **COURSE REQUIREMENTS**

### **Instructional Methods**

Students will experience many types of instructional strategies - many of which focus on a student centered approach, for example, Jigsaw. This experience will include discussion on the strategies in terms of how they are being used and how to implement them in the K-12 environment.

### **Activities/Assessments**

Introductory Postings in the Student Lounge

Postings in Online Discussion Groups

Reading Reflections

Choice Activities

Tiered Assignment

Annotated Bibliography

Final Project: Differentiated Unit of Study

Participation during Class Sessions

Additional assignments TBD

**Note: Additional assignments or revisions to assignments may occur during the semester. Also, late work will not receive credit, however, ALL work must be completed (late or not) in order to receive an "A."**

## Grading

The final course grade will be determined by adding the points earned and dividing that total by the total possible points. This percentage will be compared to the scale below.

100% - 90% = A  
89% - 80% = B  
79% - 70% = C  
69% - 60% = D  
59% or below = F

## Instructions for Assignments:

**Note:** These are examples of the types of assignments, but may change for the final version of the syllabus.

**Annotated Bibliography:** You will choose an issue related to any diverse population and inclusive classrooms (i.e. gender issues, gifted & talented, disabilities, minoritized groups, culturally relevant/multicultural teaching in content areas, etc.). The topic selected requires approval from your professor. APA formatting is required for the project. The document should be single spaced, with a double space between each citation and description, and should contain approximately three entries per page. 15 professional journal articles, minimum.

**Choice Activities:** You will create a set of learning tasks related to the same TEKS objective(s) and intended outcomes. Tasks should appeal to a variety of student interests and/or learning preferences. You will identify the TEKS objectives, intended learning outcomes, and assessments/assessment procedures, as well as the activities themselves.

**Tiered Assignment:** You will develop a learning task or project for students that utilizes tiering as the method of differentiation. You must identify the TEKS objective(s), the intended learning outcomes for all students, implement at least three tiers of expectations, provide an analysis of the tiered structure, and provide a thorough explanation of assessment and evaluation of student outcomes.

**Reading Reflections:** In the course, you will have multiple assigned readings; textbook, articles, case studies, blogs, etc. You will write reflections on these readings that connect your interpretations of the information you have read to your personal experiences, observations of students, parents and communities, administrators, other teachers, and the world in general. Each entry should be 1 ½ to 2 pages, double spaced.

**Final Project:** Differentiated Unit of Study: This project should incorporate strategies, techniques, and considerations related to Bloom's Taxonomy, Gardner's Multiple Intelligences, disabilities, gender and sexuality, cultural awareness, gifted and talented, etc. A list of resource materials, references, assessments, and any other related materials will be required. A more detailed explanation of the project will be provided in class.

## TECHNOLOGY REQUIREMENTS

*Note: This course is 100% online. Please review the technology requirements carefully. A reliable high speed access to the internet will be necessary to complete this course. Highly recommended that students develop a backup plan for both equipment and internet access -technology issues are not a valid excuse for missing assignment deadlines.*

*The following information has been provided to assist you in preparing to use technology successfully in this course. In terms of technology eCollege recommends:*

- [Windows Users](#)
  - Windows 7, XP or Vista
  - 56K modem or higher
  - Soundcard & Speakers
  - Firefox, Chrome or Microsoft Internet Explorer
- [Mac OS User](#)
  - Mac OS X or higher (in classic mode)
  - 56K modem or higher
  - Soundcard & Speakers
  - [Apple Safari](#)

- Internet access/connection – high speed recommended (not dial-up) - Note: you must be able to access the university library databases

- Word Processor (i.e. MS Word or Word Perfect)

## COMMUNICATION AND SUPPORT

### **Interaction with Instructor Statement:**

Use the telephones numbers and email address to communicate with me outside of class sessions.

If you have a webcam and microphone and a free Skype account you can contact me via a video call over the internet – my Skype user name is markjreid. You will need to make an appointment for a Skype session.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Course Specific Procedures:

#### *Academic Honesty Policy*

Texas A&M University-Commerce does not tolerate **plagiarism** and other forms of academic **dishonesty**. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. Plagiarized assignments will receive no credit.

See <http://www.plagiarism.org/> for more details about how to avoid plagiarism.

### University Specific Procedures:

#### *ADA Statement*

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**  
**Texas A&M University-Commerce**  
**Gee Library 132**  
**Phone (903) 886-5150 or (903) 886-5835**  
**Fax (903) 468-8148**  
[StudentDisabilityServices@tamu-commerce.edu](mailto:StudentDisabilityServices@tamu-commerce.edu)  
[Student Disability Resources & Services](#)

#### *Student Conduct*

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

*Attendance Policy:*

As per University Policy B-19: Students are expected to be present for all class meetings for any course in which they are enrolled. Students are responsible for learning about and complying with the attendance policy stated in the catalog, Student's Guidebook, and/or faculty syllabus. Students will be allowed to make up missed work if the absence is determined excused by the instructor. **"Faculty members may recommend to the appropriate college dean that a student be dropped from a course when unexcused absences reach approximately 20% of total scheduled class meetings for the term."**

**COURSE OUTLINE / CALENDAR**

See Course Requirements for a list of course assignments.

**According to State of Texas HB 2504, this course syllabus must be submitted for review prior to the course's scheduled start date. Therefore, the instructor has the right to modify this syllabus and course calendar at any time between submission for publication and the first day of class. Furthermore, the instructor has the right to modify the syllabus at any time during the course itself provided that (1) such changes do not increase expectations or requirements beyond a reasonable equivalent and (2) students are given ample notification.**