



SED 497.01B: Differentiation for All Learners

Fall 2025

INSTRUCTOR INFORMATION

Instructor: Elizabeth Joslin

Office Location: EDS 224

Office Hours: M: 3-5, T& R: 9:30-12:00

Office Phone: (903) 886-5537

University Email Address: Elizabeth.Joslin@etamu.edu

Preferred Form of Communication: Email

Communication Response Time: 24-48 business hours

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Readings through Library Resources and OER resources

Software Required: Microsoft Office, Adobe Creative Cloud

Optional Texts: Select a book for book study; most can be found in the library or used.

Course Description

The course focuses on topics related to teaching and working with culturally, ethnically, socially, economically, and linguistically varied student populations including classroom management, effective lesson planning, and student, family, and community communication. This course also focuses on strategies to differentiate and engage varied learners from gifted to ELLs to struggling learners.

Student Learning Outcomes

1. **Analyze and articulate differentiation principles:** Students will demonstrate understanding of differentiation theory by constructing research-supported definitions, distinguishing between differentiation and accommodation strategies, and explaining how various differentiation methods support varied learners in specific content areas.
2. **Evaluate and enhance instructional strategies for varied learners:** Students will critically analyze existing lesson plans and assessments to identify

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opportunities for incorporating differentiation techniques that meet the needs of culturally, ethnically, socially, economically, and linguistically varied student populations, including gifted learners, English language learners, and struggling students.

3. **Revise and improve formative assessment practices:** Students will examine existing formative assessments, modify them to incorporate differentiation strategies, implement these revised assessments with peers, and critically evaluate their effectiveness in measuring student understanding across varied learning profiles.
4. **Adapt summative assessments for varied learners:** Students will analyze and revise existing summative assessments to better accommodate various learning styles, abilities, and cultural backgrounds while maintaining academic rigor and alignment with learning objectives.

COURSE RELATED TEA EXPECTATIONS

Accreditation Standards Associated with this Class

19 TAC §228.57(c) (9), §228.41(2) (C), (I), (K)

COURSE REQUIREMENTS

General Overview of Required Work

Instructional Methods

This course consists of a series of activities and assessments to assist you in achieving the outcomes/objectives for the course. Each week you will work on various combinations of assignments, activities, discussions, readings, research, etc. Class time is student-centered in which students' complete activities, discuss with peers, and reflect.

Tips for Success in the Course

Embrace Active Observation and Reflection: Approach each class meeting and observation times as a learning laboratory. Take detailed notes about what you see, ask yourself "why" questions about the practices you observe, and connect these experiences back to the research and theories we discuss in class. Your ability to thoughtfully reflect on these observations will directly enhance the quality of your assignments and your growth as an educator.

Engage Authentically with Your Learning Community: You'll be interacting with your peers and instructor regularly, so approach these experiences with genuine curiosity and openness to feedback. Your classmates are valuable resources for testing ideas, providing perspective, and helping you refine your practices. The more authentically you

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engage with these collaborative opportunities, the richer your learning experience will be.

Connect Theory to Your Future Classroom: As you develop your understanding of various topics related to education, consistently ask yourself: "How will this work with the students I want to teach?" Ground every assignment in your emerging vision of your future classroom. This personal connection will not only make your work more meaningful but will also help you develop the coherent teaching philosophy that will guide your professional practice.

A Note on Learning: As we pursue learning together, I strive to keep the following guiding principles (inspired by the Chronicle of Higher Education):

- **Put people first.** As we learn human-centered philosophies and methodologies in this course, I hope we practice empathy and be cognizant of how our own realities (day-to-day lives) can be imposed upon others whose lives may differ drastically from ours.
- **Stay informed.** We will keep ourselves educated about any public health and safety situations and make informed decisions about our personal, social, and professional lives.
- **Communicate early and often.** Even when we are physically and socially apart, we can remain connected through various communication platforms. Always reach out if you need anything necessary to support your learning and your own well-being. The syllabus and schedule are subject to change.
- **Celebrate accomplishments.** Any achievements, major or minor, during this time are a testament to your dedication and perseverance. We will enable a culture of celebration in this class. So, feel free to share with me your successes (and failures when you attempt something), and I will acknowledge them however you prefer.
- **Take care of yourself.** Get enough rest, food, movement, and anything you need to keep you in a positive mood and good health. If you don't feel well, do not force yourself through the coursework. Let me know so we can work out alternatives together.

GRADING

Final grades in this course will be based on the following scale:

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

Weights of the assessments in the calculation of the final letter grade.

Assignments	20%
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Participation	10%
Summative Assessments	40%
Final Summative Assessment	30%
TOTAL	100%

Assessments

1. **Research-Supported Definition of Differentiation** - Students develop a foundational understanding by creating a definition grounded in current academic literature and theory.
2. **Revised Formative Assessment with Peer Implementation** - Students modify existing formative assessments to incorporate differentiation strategies, implement these assessments with peers, and critically evaluate their effectiveness in real classroom scenarios.
3. **Adapted Summative Assessment Using Student Profiles** - Students practice tailoring evaluation methods to meet varied learning needs while maintaining academic rigor by revising summative assessments based on provided student profiles.
4. **Comprehensive Final Assessment** - Students demonstrate growth by presenting a revised definition of differentiation, distinguishing between differentiation and accommodation strategies, showcasing their adapted summative assessment, and articulating how their chosen differentiation methods specifically support various types of learners within their content area.

Late Work Policy

As future educators, you're developing the professional habits that will serve you throughout your teaching career. Since each assignment in this course builds upon the previous one, it's important that you receive timely feedback to help you succeed on upcoming assessments.

I understand that life happens, and sometimes you may need additional time to complete an assignment. If you find yourself in a situation where you won't be able to meet a deadline, please reach out to me as soon as possible to discuss an extension. I'm here to support your learning and want to work with you to find solutions that help you stay on track.

By maintaining these expectations, you're not only ensuring your own academic success but also practicing the time management and communication skills that will be essential in your future classroom.

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ACCESS, NAVIGATION, AND RESOURCES

Supporting Your Learning Needs

Everyone learns differently, and I want to make sure this course works for you! Whether you prefer discussing ideas out loud, processing information through writing, or learning in other ways, I'm committed to helping you succeed.

If certain aspects of the course (like discussions, assignments, or online activities) are challenging for you, please reach out to me early in the semester. Together, we can find approaches that better match your learning style.

Students with documented disabilities can receive official accommodations, but I'm happy to work with any student who needs additional support. Remember that other campus resources, including the Counseling Center, are available to everyone.

Both visible and invisible challenges can affect your learning experience. My goal is for every student to thrive in this class, so please don't hesitate to let me know how I can help.

Students with Disabilities-- 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

East Texas A&M University

Velma K. Waters Library Rm 162

- Phone (903) 886-5150 or (903) 886-5835
- Fax (903) 468-8148
- Email: studentdisabilityservices@tamuc.edu
- Website: [Office of Student Disability Resources and Services](#)

If you have any questions or are having difficulties with the course material, please contact your Instructor.

LMS

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

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https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903-468-6000 or helpdesk@tamuc.edu.

If you are having technical difficulty with any part of Brightspace (D2L), please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here: [Brightspace Support](#).

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. You should have at least two storage methods such as a flash drive, cloud storage, folder, etc. to back up all your class materials. You should also have a backup method to deal with these inevitable problems such as the local library, Starbucks, a ETAMU campus open computer lab, etc.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

Communication is a key part of success in this course. I am available via email (email) from 9am-4pm weekdays or by appointment (email me to set up a time) to discuss assignments and other course-related concerns. I also have walk-in office hours on Tuesdays and Thursdays from 9:30-10:30 in EDS 224. Please note that I may not respond to emails outside of those hours. Please include a proper opening, clear message and subject line, and closing salutation in emails. Here's an example:

To: (Education.Instructor@tamuc.edu)

From: Jane Student (jstudent13@leomail.tamuc.edu)

Subject: SED 300: Office Hours Question

Good morning [Instructor Name],

I would like to meet with you to discuss my classroom management plan.. I cannot

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make your office hours. Can I set up an appointment? I am available to meet Monday, Wednesday, and Friday after 3:00 p.m.

Thank you, Jane Smith

Accountabilibuddy: Finding success in this course is easier when you're not going it alone! During our first week, you'll have the opportunity to connect with an accountability partner - a fellow student who will help keep you on track throughout the semester.

Your accountability buddy will be someone you can:

- Study with before exams
- Check in with about assignment deadlines
- Discuss challenging concepts
- Share notes with if either of you miss class

I strongly encourage you to exchange contact information with your buddy and set up regular check-ins. Even a quick weekly text can make a big difference in helping you both stay organized and motivated. If you have trouble finding a partner, please let me know, and I'll help match you with someone.

Remember, supporting each other is one of the best ways to succeed in this course!

Name	Email Address	Phone Number

Writing Center

The Writing Center offers writers free, one-on-one assistance. We currently offer 45min, face-to-face or online sessions that writers can book from our website: www.tamuc.edu/writing-center.

The Writing Center staff is trained to support writers in any stage of the writing process (from the blank page to polishing sentences) works with writers to verbalize writing goals and to stay on track with larger writing projects. They work with any form of writing (academic and nonacademic). The writers with whom they work usually bring projects like important emails, weekly writing assignments, midterm and final essays, and theses and dissertations. Contact them with any questions here: writingcenter@tamuc.edu.

Library

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The Velma Waters Library supports the research, learning and teaching interests of students, faculty and staff. Connect with a librarian, explore our research and course guides, and attend workshops.

- Chat with a Librarian! Get immediate assistance with our chat service on the main Library page: <https://www.tamuc.edu/library/>
- Email ask@tamuc.libanswers.com. We will respond to your email within 24 hours, often much sooner.
- Text your question to 903.225.2862.
- Call the Waters Library at 903.886.5718 or contact the librarian for your college/department to discuss your research needs.
- Meet With Us! Don't stay up all night searching Google. Schedule a one-on-one consultation held in-person or via Zoom with the librarian for your college/academic department.
- Visit Us! We'd love to meet you in-person!
 - Waters Library Research Office: Second Floor, Room 213
 - Waters Library University Archives: 4 th Floor, Room 406A
 - East Texas A&M at Mesquite Metroplex Center: Second Floor, Study Room

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

Grievances

Students who have concerns regarding their courses should first address those concerns with the assigned instructor in order to reach a resolution. Students who are unsatisfied with the outcome of that conversation or have not been able to meet individually with their instructor, whether in-person, by email, by telephone, or by another medium, should then schedule an appointment with the Department Head or Assistant Department Head.

Before an appointment is scheduled, the student must provide clearly documented and explained issues as to why the meeting is being requested. The student must also state when they discussed the issue in person or via phone (not email) with the instructor already. Where applicable, students should also consult [University Procedure 13.99.99.R0.05](#) ("Student Appeal of Instructor Evaluation").

Respectful Dialogue & Student Conduct

Our class brings together people with different backgrounds, experiences, and viewpoints—which is what makes our discussions valuable!

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You might occasionally feel challenged or uncomfortable during our conversations, and that's actually okay. These moments often lead to the most meaningful learning. The key is how we handle these situations.

While I encourage thoughtful debate and different perspectives, I expect everyone to communicate respectfully. Put simply: disagreement is welcome, disrespect is not.

I'm committed to making our classroom a place where everyone feels safe sharing their thoughts. Professional behavior and respecting boundaries are essential parts of our learning community.

All students are expected to follow the University's Code of Student Conduct, which promotes positive learning environments through common decency and appropriate behavior. The complete Code can be found in the [Student Guidebook](#).

Classroom Community and Respect

I value each of you as members of our classroom and university community. Your unique perspectives and backgrounds enrich our learning environment.

Throughout this course, we'll explore topics that might challenge your viewpoints or take you outside your comfort zone. I ask that you approach these discussions with an open mind and evaluate ideas based on facts and knowledge rather than just personal beliefs.

If you ever experience or witness discrimination related to race, ethnicity, gender identity, sexuality, religion, veteran status, or any other aspect of identity, please don't hesitate to talk with me. I'm here to support you.

East Texas A&M University is committed to maintaining an inclusive environment free from discrimination. The university complies with all federal and state laws prohibiting discrimination based on race, color, religion, sex, national origin, disability, age, genetic information, veteran status, sexual orientation, gender identity, or gender expression.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

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Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at East Texas A&M University are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

AI Use in Course

Here's the University's policy (as of August 2023) regarding AI:

East Texas A&M University acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course. Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism). Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructor's guidelines. If no instructions are provided the student should assume that the use of such software is disallowed. In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any

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way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

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Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

East Texas A&M University will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and East Texas A&M University Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M University campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

East Texas A&M University Supports Students' Mental Health

The Counseling Center at East Texas A&M University, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counseling-center

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



Department or Accrediting Agency Required Content

The syllabus/schedule are subject to change.

COURSE OUTLINE / CALENDAR

The syllabus/schedule are subject to change.