



Marquette University – College of Education
Differentiated Instruction for Exceptional Learners
EDUC 4217 / 5217 – Fall, 2009
Cramer Hall 046, 4:30 – 7:10

Instructor: Martin Scanlan, Ph.D.
E-mail: martin.scanlan@marquette.edu
Phone: 414-288-4434
Office: Schroeder Health Complex, 116F, by appointment

Required Texts:

1. Capper, C., & Frattura, E. (2009). *Meeting the needs of students of all abilities: How leaders go beyond inclusion* (Second ed.). Thousand Oaks, CA: Corwin Press, Inc.
2. Vaughn, S., Bos, C., & Schumm, J. S. (2007). *Teaching students who are exceptional, diverse, and at risk in the general education classroom* (Fourth ed.). Boston: Pearson

Course Description:

Differentiated Instruction for Exceptional Learners provides an introduction to children and youth with a wide range of exceptional educational needs. Through reading, discussion, and field experiences, we will explore characteristics of various educational exceptionalities, formal and informal methods of assessment, as well as teaching strategies and legal issues surrounding this area of education. This course will help both pre-service teachers (at the undergraduate level, EDUC 4217) and practicing teachers (at the graduate level, EDUC 5217) access and utilize theoretical and empirical literature focused on creating inclusive learning environments for students with special needs.

This course is aligned with the mission of the College of Education, which promotes an Ignatian view of educators as intellectual, moral, and spiritual leaders, guided by ethics of care and social justice. It is conducted in a manner that affirms the dignity of each individual regardless of age, culture, faith, ethnicity, race, gender, sexual orientation, language, disability or social class.

Please let me know if you need any special accommodations in the curriculum, instruction, or assessments in this course to enable you to fully participate. Contact me as early in the course as practicable about such accommodations. I will maintain the confidentiality of the information that you share with me. If you need to miss class because of a religious observance, please let me know at least two weeks in advance.

Campus resources. If you have questions about campus policies and services you may wish to contact the Marquette Office of Disability Services, Alumni Memorial Union room 317 (www.marquette.edu/oses/disabilityservices/index.shtml); 414-288-1645

Intended learner outcomes

While this course is designed to help teachers meet all ten of the Wisconsin Educator Standards, particular attention is paid to four:

- WI Educator Standard 2: · **Teachers know how children grow.** The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
- WI Educator Standard 3: · **Teachers understand that children learn differently.** The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities.
- WI Educator Standard 9: · **Teachers are able to evaluate themselves.** The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.
- WI Educator Standard 10: · **Teachers are connected with other teachers and the community.** The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and acts with integrity, fairness and in an ethical manner.

Student Responsibilities:

<i>Grade component</i>	<i>Percent of final grade</i>	<i>Due Date</i>
1. Attendance / Participation	10%	Assessed Weekly
2. Quizzes (3)	30%	9/22; 10/13; 11/3
3. Fieldwork and Reflection	20%	Ongoing
4. Lesson Plan Design	10%	
5. Journal Reviews	5217 =10% / 4217 = 15%	10/6; 10/27; 11/17
6. Group Presentation	5217 =10% / 4217 = 15%	
7. Student case study	5217 =10% / 4217 = 0%	

A tentative calendar is in Appendix A.

Attendance / Participation (20%)

The typical class meeting will involve a discussion of required readings and activities related to the class assignments. Attendance and active participation is a vital component to your learning.

Attendance: Given that most learning takes place via discussion, activities, and other experiences in the classroom, please attend all class sessions, arrive on time, stay the entire class, and return promptly from breaks. If an emergency situation occurs when you must miss all or part of a class, please let me know before your absence.

Participation: Participation in class requires coming prepared and will include leading discussions, role-playing, and actively listening to colleagues. Successful class discussions involve tolerance and respect for the diversity of opinions expressed by your colleagues.

Participation and attendance will be graded as pass/fail weekly. You will only be notified if you receive a failing grade. An unexcused absence is automatically a failing grade. Students who receive 2 failing grades may be asked to conference with the professor to discuss this matter.

Quizzes (30%)

Content knowledge from the readings, reinforced in class discussions, will be the subject of three quizzes throughout the semester. Each of these quizzes will take place during class time and will count for 10% of the final grade. Quizzes will be primarily matching and short-answer format, available either typed on computer or hand-written.

Field Work & Reflection (20%)

An integral part of this course will be observation/participation in an educational field experience (minimum of 20 hours). It is important that the time you spend in the school setting is spread out throughout the term. This helps to build relationships with the students you will be working with, in addition to providing you with a more accurate picture of the environment you are observing. I strongly suggest that you spread the 20 hours over the course of 10-12 weeks allowing for at least 2 hours a week.

For students who are not currently teaching, Susan Stang (susan.stang@mu.edu; 288-5890) will arrange the specific fieldwork settings, including meeting with students to discuss this in class on 9/8. Each student will have a cooperating teacher with whom they will work. A time sheet is required by the College of Education to record the field placement, and you should have the cooperating teacher sign off on it each visit. The time sheets will be reviewed at midterm as well as collected at the end of the term.

Students who are currently teaching in a classroom may use their own classroom for fieldwork if this is an environment inclusive toward students with exceptional educational needs. If it is not an inclusive environment, they need to find an appropriate site within this school. These students must arrange for a certified special educator in their building to serve as their cooperating teacher. They will need to meet with this cooperating teacher periodically throughout the semester for discussions and observations.

Reflection activities and assignments will be done throughout the semester. Some of these activities will take place during class, and others will involve work outside class. See Appendix B for further details regarding these assignments.

Lesson Plan Design Assignment (10%)

Lessons can be designed to meet the needs of all students in your class, including those with special educational needs. Instead of focusing on modifying a lesson to meet these needs, the purpose of this assignment is to design the assignment with an eye toward universal access from the start. You will work in a study group of 3-4 students on this assignment. All work will be done on a discussion board on D2L during three date windows:

Discussion 1 = 9/28 – 10/3; Discussion 2 = 10/19 – 24; Discussion 3 = 11/9 – 14

A complete description of this is in Appendix C.

Journal Reviews (10% for EDUC 5217/ 15% for EDUC 4217)

This course is designed to be an overview of disabilities, discussing policies regarding disability and education, various characteristics of a wide range of disabilities, and teaching methods used when considering students with disabilities within the general educational setting. Working with your study group, you will read three journal articles delving more deeply into particular topics of interest. A complete description of this is in Appendix D.

Group Presentation (10% for EDUC 5217/ 15% for EDUC 4217)

Each student is responsible for helping prepare and deliver a group presentation. These will focus on connecting a specific subject area (reading, writing, math, and other content areas) with modifications for students with disabilities. Each group will focus on one of these areas. A complete description of this is in Appendix E.

Student Case Study (10% for EDUC 5217/ n/a for EDUC 4217)

Students taking this course for graduate credit (enrolled in EDUC 5217) have an additional assignment of conducting a student case study. This case study should involve a comprehensive exploration of a student with a special need. A complete description of this is in Appendix F.

Grading Procedures:

This course follows policies of the University on grading & academic honesty (see:

<http://www.marquette.edu/grad/current/bulletin.shtml>)

A = Excellent (94 – 100%)

AB = 90 – 93%

B = Satisfactory (84 – 89%)

BC = 80 – 83%

C = Minimally acceptable (70 – 79%)

F = Failure (below 70%)

Unless prior arrangements have been made, late assignments are downgraded a point per day.

Appendix A: Tentative Schedule

Date	Topics	Reading	Assignments / Guests
9/1	Introduction to the course		
9/ 8	Inclusion and collaboration	Vaughn et al., ch. 1-2 Capper/Frattura, Preface ch. 1-2	Guest: Susan Stang
9/15	Learning disabilities and Attention disorders	Vaughn et al., ch. 3	Quiz 1 (9/1-15)
9/22	Communication disorders; Emotional and Behavioral disorders	Vaughn et al., ch. 4-5 Capper/Frattura, ch. 4-5	Teacher Interview Due
9/29	Autism, Rett's, Aspergers	Vaughn et al., ch. 6	Guest: Karisa McAllister D2L Discussion 1 (9/28-10/3)
10/6	Developmental disabilities	Vaughn, ch. 7 & 10	Guest: Mark Joerres Journal Review 1 Due
10/13	Visual, Hearing, Physical, Health impairments	Vaughn, ch. 8	Quiz 2 (9/22-10/6) Including Samuel Video
10/20	Planning and grouping strategies	Vaughn, ch. 9 Capper/Frattura, ch. 6	Guest: Deanna Evans D2L Discussion 2 (10/19-23)
10/27	Linguistic Diversity	Vaughn, ch. 11 E-Reserves	Journal Review 2 Due
11/3	Gifted and Talented	Vaughn, ch. 12 E-Reserves	Quiz 3 (10/13-27)
11/10	Response to Intervention	E-Reserves	D2L Discussion 3 (11/9-14)
11/17	Group Presentations	Vaughn et al., ch. 13 - 16	
11/24	<i>Release time for case study work – No class meeting</i>		Observation Report Due
12/1	Tying up loose ends	E-Reserves	Journal Review 3 Due
12/8	Case studies (EDUC 5217)		

Appendix B: Fieldwork Reflection Activities

1) Interview with cooperating teacher (Due 9/22)

In the first few weeks of your field placement schedule a time to conduct a short interview with your cooperating teacher. Arrange for an appointment that fits both of your schedules. Conduct the interview either in person or over the telephone. Please do not ask your cooperating teacher to simply write the answers to the questions, as they are intended to guide your discussion and serve as a tool for you to get better acquainted with each other. Recognizing that everyone is busy at the start of a school semester, please keep your interview time to 30 minutes or less.

The interview should be semi-structured. In other words, it does not need to specifically answer a set list of questions. Instead, you can enter with some basic ideas of questions, but then take the interview in different directions depending on how your colleague responds. Some possible questions include:

- What is your background in the field of education?
- Tell me about your class this year – what exceptional needs are you aware of?
- What do you feel are some of the most challenging / rewarding aspects of teaching?
- How do you meet diverse needs in a classroom?

Write a summary of the interview, including key questions and paraphrased / quoted responses (max = 1000 words). Assessed as Pass / Fail.

2) Observation Report of Differentiation of Instruction in an Inclusive Setting (Due 11/24)

At some time during your fieldwork, conduct a more formal observation of your cooperating teacher (or another teacher) regarding the content of instruction, pedagogy, classroom management, and classroom environment with particular attention given to how individual differences are met. Write an observation report in the following format (max = 2000 words):

- 1) **Description of Clinical Setting:** Description of grade level, number and type of students included with exceptional characteristics, peer interactions between and among regular and exceptional students, and classroom environment.
- 2) **Classroom Pedagogy:** Description of general content, pedagogy, and classroom management.
- 3) **Meeting the Needs of Diverse Learners:** Discussion of how items 1 & 2 are tailored to the individual needs of each student, particularly those with exceptional characteristics.
- 4) **Recommendations:** Possible changes that would improve the inclusion classroom experience for the students and teacher.
- 5) **Personal reflective summary:** Description of how this experience influences you as an educator.

Rubric for Observation Report		
Unsatisfactory (0-5 pts)	Satisfactory (6 – 8 pts)	Exemplary (9 – 10 pts)
Incomplete, generic description, lacking details.	Complete report including all components, adequately describing student and context.	Exceptional report containing rich description, insightful details, connections to course materials, and thoughtful summary.

Appendix C: Lesson Plan Design Assignment

Lessons can be designed to meet the needs of all students in your class, including those with special educational needs. Instead of focusing on modifying a lesson to meet these needs, the purpose of this assignment is to design the assignment with an eye toward universal access from the start. You will work in a group of 3-4 students on this assignment. All work will be done on a discussion board on D2L during three date windows:

Discussion 1 = 9/28 – 10/3; Discussion 2 = 10/19 – 24; Discussion 3 = 11/9 – 14

During each of these weeks one student will initially post a description of a lesson plan. This description should focus on how the design takes into consideration one particular disability or exceptionality (i.e. how this math lesson accommodates a student with autism). Students who are currently teaching should use a real lesson. For students who are not currently teaching, it will probably be hypothetical. It should, however, be based on either an actual lesson that they have observed during fieldwork or one they have discussed with their cooperating teacher. If possible, it can be a lesson that they've designed and delivered in their fieldwork.

This group member will describe the following 5 components in their initial post, which should be made by Tuesday of the week:

1. Brief description of class and particular student(s) / exceptionalities considered
2. Learner Objective
3. Instructional Procedure / Content / Activities
4. Differentiation
 - a. Content – how the content is oriented to address diverse needs
 - b. Process – what teaching and learning strategies were used to meet diverse needs
 - c. Product – how the assignment addresses diverse needs
 - d. Environment – how the classroom address diverse needs
5. Assessment of objective within lesson or at the end of lesson

The rest of the group members will then respond to the initial posting posing questions and offering constructive criticism, comments, and ideas based on the readings and class discussions. Each member is expected to post 2-3 responses throughout the remainder of the week. These responses should not be all made at once, but spread out, to allow for discussions to develop. The following rubric will be used to assess your overall participation in these discussions:

Rubric for Lesson Plan		
Unsatisfactory (0-5 pts)	Satisfactory (6 – 8 pts)	Exemplary (9 – 10 pts)
Poorly articulated lesson plan	Clearly articulated lesson plan	Well crafted lesson plan showing significant connection to course material
Weak, uncritical, or inconsistent participation in discussion board	Satisfactory participation in discussion, including some constructive criticism, questions, and ideas connected to course readings.	Excellent participation in discussion, including consistent use of constructive criticism, thoughtful questions, and ideas connected to course readings.

Appendix D: Article Reviews

This course is designed to provide an overview of disabilities and exceptionalities. It seeks to provide a forum for discussing policies regarding various characteristics of a wide range of disabilities, and teaching methods used to facilitate including students with disabilities within the general educational setting. Working with your study group, you will read and review three journal articles delving more deeply into these topics.

- 1) In class, as a group, you will decide on 3 topics of interest related to the course material. Possible topics include:
 - Historical perspective on special educational services
 - A closer look at inclusive practice
 - In depth coverage of a disability group
 - Current issues in funding and policy for children with special needs
- 2) Each member of your group will be responsible for finding an article related to one of these topics. These should be empirical or conceptual articles in reputable, peer-reviewed journals in related fields (e.g., curriculum and instruction, special education, disability studies). I recommend conducting a research consultation to facilitate finding your article: <http://www.mu.edu/library/training/consultations.html>
- 3) The person selecting the article is responsible for emailing it, in PDF form, to the other study group members and to the instructor. Each member of the group is responsible for reading the article and writing a succinct (1000 word max) review of it, which should include the following information:
 - Article citation (APA format)
 - A brief description of the topic(s) covered within the article (200 word max)
 - A review of the findings of the article (400 word max)
 - A reflection on the implications of the article to issues we are discussing in this course (400 word max)
- 4) On the due dates, each member of the group should submit a copy of their review electronically *and* bring a hard copy to class.

Due Dates:

- October 6 – Journal Review #1 due
- October 27 – Journal Review #2 due
- December 1 – Journal Review #3 due

Rubric for Journal Article Reviews	
Description of overall content	/ 2
Review of the findings	/ 4
Reflection on implications	/ 4
TOTAL	/ 10

Appendix E – Group Presentation

Each student is responsible for helping prepare and deliver a group presentation. These will focus on connecting a specific subject area (reading, writing, math, and other content areas) with modifications for students with disabilities. Each group will focus on one of these areas.

Each group member will select a disability group and draw connections between this disability and the given content area. The focus is on what sorts of modifications or adaptations are appropriate to facilitate including a student with a particular disability into this content area.

Information should be drawn from both the related chapter in Vaughn and from journal articles related to the content area and the particular disabilities that are the focus.

The group will have two tasks:

- 1) As a group, create a wiki page about differentiating instruction in this content area for these particular disabilities.
 - The wiki should provide a forum for the group to continually modify information, update references, and add materials as the course progresses.
 - The wiki site should serve as a user-friendly site for teachers seeking to build their capacity to include students with disabilities in this particular content area.
 - References to journal articles (formal citations) and links to professional organizations should be included in the wiki site.
- 2) Create a class presentation
 - The presentation should provide **information and examples** for students to use.
 - The presentation should be creative and engaging
 - Time limit = 25 minutes
 - An outline of the presentation must be created; handouts are recommended
 - The presentation can link to the wiki and incorporate it, but should not simply be a presentation of it

Each **member of the group should actively participate** in both the creation of the wiki and in the presentation. All group members will assess each other's participation.

Rubric for Group Presentations	
Wiki content	/ 3
Wiki usability	/ 2
Presentation content	/ 3
Presentation engagement	/ 2
TOTAL	/ 10

Appendix F – Case Study

Students taking this course for graduate credit (enrolled in EDUC 5217) have an additional assignment of conducting a student case study. The purpose of the case study is to comprehensively explore the educational experiences of one student with a special need. This exploration includes deepening your understanding of both the personal experiences of this individual, as well as broadening your appreciation for his/her context of schooling.

Throughout the semester you will gather relevant data from observations of the student, interviews with key individuals (family, other educators, perhaps the student), and documentation such as the student's IEP and their daily schedule. In addition to these data, the case study should integrate relevant information from course texts and journal articles read over the semester.

Case studies will be presented on the final two class nights. You are free to choose a format for presenting your case study that is most appealing to you. This might include different elements, including oral presentation, visual aids, Powerpoint, and written documentation. You will have 10 minutes for your presentation, and will be assessed on the presentation and any submitted material. The presentation and any accompanying documentation will be assessed on the following rubric:

Rubric for Case Study	
Case study effectively incorporates direct evidence (observation / interview of student) and indirect evidence (interviews of significant others)	/ 6
Case study effectively incorporates documentary evidence (IEP, schedule, etc.)	/ 3
Case study effectively integrates relevant literature from class	/ 3
Case study effectively situates the individual child in the broader context of his / her schooling	/ 6
Data quality / clarity of presentation	/ 2
TOTAL	/ 20