Interdisciplinary Learning and Teaching

Mission

The mission of the Department of Interdisciplinary Learning and Teaching is to foster the intellectual and professional growth and integrity of students and faculty through critical reflection and dialogue, civic responsibility, and leadership. This mission will be accomplished by nurturing a community of interdisciplinary learners who:

- Promote excellence in academic and pedagogical knowledge and research
- Engage in reflective practice
- Embody a strong professional identity and can articulate their philosophies and values
- Value diversity and multiple perspectives
- Promote equality and social justice
- Care about their students and their profession
- Advocate for educational change and reform

Goals

The Department of Interdisciplinary Learning and Teaching will create a context that nurtures interdisciplinary learners who:

- Acquire and demonstrate content and discipline knowledge.
- Demonstrate an awareness and acknowledgement of and engagement in research-based, reflective, culturally responsive practices.
- Are producers, disseminators, and critical consumers of research.
- Demonstrate an awareness and acknowledgment of and engagement in social justice and equitable practices.
- Articulate their professional philosophy and demonstrate a strong professional identity.

This syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance and is as accurate and complete as possible. I reserve the right to make any changes I deem necessary and/or appropriate. I will make my best efforts to communicate any changes in the syllabus in a timely manner. Students are responsible for being aware of these changes.

ECE 4143 - Course description

Study of culturally responsive programming for diverse groups of children representing a wide range of ability. Identification of theoretical perspectives and principles for differentiated education in early childhood and elementary. Emphasis on effective instructional planning, learning environments, and teaching practices to accommodate individuals in group settings. Field experiences may be required. 3 hours credit.
**Required Textbooks**


Additional required reading material will be posted on WebCT. Students will need to bring a copy of the assigned readings to class.

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**Course Goals**

The student will be given the opportunity to:

1. understand theoretical foundations that underlie the principles and practices of differentiated education.
2. become knowledgeable regarding the sociocontextual factors that influenced the movement toward differentiated instruction.
3. develop skill in curriculum development and instructional planning processes for differentiated settings.
4. gain knowledge of the complex variables involved in the design of differentiated education programs.
5. prepare for the role of a teacher professional in a differentiated classroom.
6. become familiar with a variety of instructional tools, equipment, and practices for instruction in all classrooms.
7. develop skill in curriculum planning for all children.
8. explore the social and emotional development of a full range of young children, including gifted learners.
9. become familiar with assessment and identification of a full range of young children, including gifted learners.

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**Course Objectives**

The student will be given the opportunity to:

1. identify major theories that have exerted an influence on development of programs and practice for differentiated education.
2. discuss the blending of theory and practice across disciplines and fields of study to form the principles and practices of differentiation.

3. trace the sociocontextual influences that precipitated the stance favoring differentiated education practices.

4. develop a repertoire of instructional strategies and practices for differentiating instruction.

5. prepare instructional plans to meet the individual needs for all children.

6. discuss the role of teachers in a differentiated classroom.

7. discuss the social and emotional needs of gifted learners.

8. identify various means of assessment and identification of gifted learners.

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Overview of Course Requirements

Grading criteria and specifications for each assignment will be given by the instructor, the following conditions should be observed:

1. Assignments must be turned in on or before the specified due date. To be considered timely, assignments are due at the beginning of class. Five percent will be deducted from your assignment grade for each day it is late. If you are absent on the day an assignment is due, make arrangements to have your assignment delivered to class. Assignments may not be submitted via WebCT unless specified by the instructor.

2. Assignments must be complete upon submission. No incomplete assignments will be accepted. The instructor will not review assignments prior to their submission.

3. All written assignments should be prepared in a manner that reflects the student’s competence in grammar, spelling, punctuation, and sentence construction. Assignments should be neat and error free. Points will be deducted for extraneous mistakes.

4. Due to the emphasis on technology in this course, assignments should be prepared on a computer using appropriate word processing software. Facilities are available to students on campus for this purpose. A title including the student’s name, assignment title, and date should be included on every assignment. The student’s name should be included in a header on very subsequent page of the assignment.

ASSIGNMENTS:

Project Menu:

In addition to whole class assignments, students will choose 2 of the following projects based on individual interest and need. Extended criteria and requirements for each
assignment will be posted on WebCT. Students may choose only one from choices #1, 6, and 9. Students may only choose one partner project. By the specified due date, each student will be required to submit a list of choices and corresponding due dates as indicated on the course calendar.

<table>
<thead>
<tr>
<th>1. Observe in an elementary classroom, grades 1-5, for a <strong>minimum of 5 hours</strong> and provide a critical analysis of differentiation employed and how it can be improved.</th>
<th>2. Design a WebQuest for educators that includes research links, strategies, and resources. (May be done with a partner)</th>
<th>3. Design a content area learning center and provide a minimum of 4 different activities. Each activity must be tiered for different levels of complexity.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Create an aesthetic representation to express your personal connections and learnings from the course.</td>
<td>5. Free choice to be proposed by the student and approved by the instructor.</td>
<td>6. Interview an elementary education specialist (GT, ESL, Special edu., etc.) and present findings in a format of your choice. <strong>Interview questions must be pre-approved.</strong></td>
</tr>
<tr>
<td>7. Research an exceptional population and create a powerpoint outlining characteristics of the group and strategies for teaching children.</td>
<td>8. Submit a research proposal for a conference on differentiation. What will be featured and offered? Include a handout for your session. (May be done with a partner)</td>
<td>9. Evaluate 2 elementary GT programs in local districts, looking specifically for differentiation, and report your findings in a format of your choice. <strong>Must visit the classrooms.</strong></td>
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</tbody>
</table>

**Journal reading:**

Select and review one article from a professional journal on one of the following topics:

1. Teaching the gifted and talented
2. Using assistive technology in the EC-4 classroom
3. Teaching children of cultural and linguistic diversity
4. Teaching children with disabilities

Submit a photocopy of the article in its entirety. The journal article publication date should not be earlier than 2000. Write a brief report of approximately 2-3 pages that discusses the implication of the research for use in differentiated classrooms and how it might impact your future classroom instruction. **No more than ½ a page may be allocated to summarization of the article.** The body of the report should focus on implications for differentiated classrooms and your future classroom instruction.

**In-class Activities:**

There will be multiple partner and small group activities that enhance and contribute to your understandings from the course. These activities can not be replicated in any way other than being present for class and participating.
Postings on Readings:

Students will be required to post responses on specified due dates to Chapter readings in both books. Students will also respond to one classmate’s response each date.

Differentiated Menu:

Knowledge of students’ needs, interests, and learning styles as well as appropriate classroom strategies are integrated and applied in the development of a differentiated menu. Specific requirements and grading criteria are uploaded onto WebCT. The grade level will be the choice of the student, but the overall topic and more information will be given by the instructor. Technology will be required for integration into the menu. The Menu will be shared in class as well as posted on WebCT.

Final Exam:

A comprehensive final exam will cover all course discussions, handouts, readings, videos and powerpoints.

Student Evaluation

Evaluation of student performance in this course is based on a combination of assessments/outcome based options to determine student understanding of course objectives. The final grade in the course will be calculated in the following manner:

| In class activities | 45 | ______________ |
| Journal reading     | 25 | ______________ |
| Differentiated Menu | 50 | ______________ |
| Project Choice 1    | 45 | ______________ |
| Project Choice 2    | 45 | ______________ |
| Final Exam          | 50 | ______________ |
| Attendance          | See syllabus |
| Postings on Readings| 20 | ______________ |
| Professionalism     | 20 | ______________ |

A= 300-270 points   B=269-240   C= 239-210   D= 209-180   F=179 or below

Attendance and Professionalism

Attendance of scheduled classes is mandatory for the completion of this course. Activities designed for class participation cannot be replicated apart from class sessions and may not be completed outside of allotted class time. Therefore, attendance is expected for each class session. Attendance will be checked at the beginning of each
class period. In order to be considered present for the class, the student must arrive on time and remain for the entire class period. Five points will be deducted for the first excused absence, ten points for each additional excused absences. The first unexcused absence will result in the loss of 15 points. **Upon the second unexcused absence, the student will be asked to drop the course. If the drop period has expired, the student will receive a reduction in the final grade by one letter grade. Each additional unexcused absence will result in a subsequent reduction of an additional letter grade.**

Tardiness or leaving class early is unprofessional and will result in two points per incident taken off the final grade. Excessive tardiness, or those more than 30 minutes late, will result in an unexcused absence. The consequences for absences explained above will then be applied by the instructor.

**POLICIES AND PROCEDURES**

Students are expected to demonstrate professional conduct and attire during class sessions (see Fitness to Teach policy document located in the Department website). In order to minimize distractions, students will not leave the room during class unless an emergency arises. Students will refrain from engaging in individual conversations during lectures or class discussions. **All cell phones and beepers must be turned off during class periods unless prior permission has been given by the instructor. Laptops are not necessary and, unless prior permission has been given by the instructor, are not permitted in class.**

The instructor will follow all the policies and procedures, in regard to students, as they are specified in the UTSA Faculty Handbook and the Fitness to Teach Policy document. Any incidence of scholastic dishonesty or other student discipline issues, will be managed as the Handbook specifies (Faculty Handbook, Section 2.37, pages IV-3li-vi). If a student receives a FTT write-up, then the final course grade will be dropped by a letter grade, in addition to other penalties that may occur depending on the situation.

No electronic recording of lectures or class sessions may be done without the prior permission of the instructor. No eating, drinking, or smoking is allowed in UTSA classrooms and laboratories. (Ad. Memorandum No. 54).

Students with disabilities must be registered with the Office of Disability Services (MS 2.03.18, telephone 458-4157) in order to receive support services.

"On my honor, as a student at The University of Texas at San Antonio, I will uphold the highest standards of academic integrity and personal accountability for the advancement of the dignity and the reputation of our university and myself."
### Professional Development Standards:

<table>
<thead>
<tr>
<th>Special Education</th>
<th>Literacy Standards</th>
<th>Technology Standards</th>
<th>Diversity Standards</th>
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</thead>
<tbody>
<tr>
<td><strong>Standard II:</strong> 2.2k, 2.5s</td>
<td>Standard I: 1.1s, 1.2s, 1.3s, 1.4s, 1.7s</td>
<td>All Knowledge Standards 1-4 plus:</td>
<td>Under Pedagogy and Professional Responsibilities:</td>
</tr>
<tr>
<td><strong>Standard III:</strong> 3.8s</td>
<td>Standard II: 2.3k, 2.1s, 2.3s</td>
<td>Standard I: 1.3S, 1.6s, 1.10S</td>
<td>1.5k, 2.1k, 3.3k, 1.5s, 3.3s</td>
</tr>
<tr>
<td><strong>Standard IV:</strong> 4.9k, 4.3s</td>
<td>Standard III: 3.1s, 3.2s, 3.3s</td>
<td>Standard II: 2.1S, 2.2S, 2.5s, 2.8S</td>
<td>Under English LA and Reading EC-4:</td>
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<tr>
<td><strong>Standard V:</strong> 5.5s, 5.6s, 5.9s, 5.10s, 5.11s</td>
<td>Standard IV: 4.3k, 4.3s, 4.5s, 4.12s</td>
<td>Standard III: 3.1s, 3.4S, 3.10s, 3.11s, 3.12S, 3.15S</td>
<td>1.5k, 1.4s, 7.8s</td>
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<tr>
<td><strong>Standard VI:</strong> 6.9k, 6.1s, 6.2s, 6.4s, 6.6s, 6.7s, 6.8s, 6.10s</td>
<td>Standard V: 5.3k, 5.5k</td>
<td>Standard IV: 4.1S, 4.4s, 4.6S</td>
<td>Under Social Studies EC-4</td>
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<tr>
<td><strong>Standard VII:</strong> 10.2k, 10.4k, 10.2s, 10.4s, 10.5s</td>
<td>Standard VII: 7.2k, 7.1s, 7.7s, 7.9s, 7.10s</td>
<td>Standard V: 5.4k, 5.5k, 5.1S, 5.4S, 5.9S, 5.10S</td>
<td>9.2k, 8.3s, 9.4s</td>
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<tr>
<td><strong>Standard X:</strong> 9.1s, 11.8s</td>
<td>Standard VIII: 8.4k, 8.1s, 8.3s</td>
<td>Standard VII: 7.11k, 7.41s</td>
<td>Under Technology Application:</td>
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<tr>
<td><strong>Standard XI:</strong> 11.1s, 11.8s</td>
<td>Standard IX: 9.6k, 9.1s</td>
<td>Standard X: 10.10k, 11.11k,</td>
<td>5.2s</td>
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<tr>
<td><strong>Pedagogy and Professional</strong></td>
<td>Standard X: 10.3k, 10.5k, 10.3s</td>
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<tr>
<td><strong>Fine Arts Standards</strong></td>
<td><strong>Gifted and Talented</strong></td>
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<td><strong>Standard I:</strong> 1.2k, 1.3k, 1.4k, 1.14k, 1.25k, 1.1s, 1.2s, 1.3s, 1.4s, 1.14s, 1.15s, 1.28s, 1.29s</td>
<td>Standard I: 1.1s, 1.5s, 1.6s</td>
<td>Standard I: 1.5k</td>
<td>Social Studies Standards</td>
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<tr>
<td><strong>Standard II:</strong> 2.1k, 2.3k, 2.5k, 2.6k, 2.7k, 2.23k, 2.1s, 2.2s, 2.3s, 2.4s, 2.7s, 2.21s</td>
<td>Standard II: 2.3s, 2.4s, 2.6s</td>
<td>Standard II: 2.3k, 2.4k, 2.5k, 2.7k</td>
<td>Standard I: 1.3s, 1.6s</td>
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<td><strong>Standard III:</strong> 3.5k, 3.9k, 3.10k, 3.11k, 3.15k, 3.16k, 3.4s, 3.8s, 3.10s, 3.11s, 3.12s, 3.18s, 3.19s, 3.20s,</td>
<td>Standard V: 5.4k, 5.6k, 5.3s-5.5s, 5.6s</td>
<td>Standard III: 3.1k, 3.3k, 3.4k, 3.4s</td>
<td>Standard II: 2.1s, 2.2s</td>
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<td><strong>Standard IV:</strong></td>
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<td>Standard IV: 4.2k, 4.3k, 4.1s, 4.2s</td>
<td>Standard III: 3.2k, 3.4k, 3.5k, 3.6k, 3.7k, 3.1s-3.3s</td>
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<tr>
<td><strong>Standard V:</strong></td>
<td></td>
<td>Standard V: 5.1k, 5.2k, 5.4k, 5.5k, 5.1s, 5.2s, 5.3s, 5.6s, 5.8s</td>
<td>Standard VIII: 8.3k, 8.5k, 8.3s</td>
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<td><strong>Standard VII:</strong></td>
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<td>Standard IX: see diversity standards</td>
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<td><strong>Standard X:</strong></td>
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<td>Standard X: 10.1k, 10.5s</td>
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<td>Date</td>
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<td>Readings Due for Class</td>
<td>Topic of Discussion</td>
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<tr>
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<td>1</td>
<td>Course introduction and overview</td>
<td>Introductory Activities</td>
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<td>Discuss Project Choices</td>
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<td>2</td>
<td>Tomlinson - Ch. 7</td>
<td>Review of exceptionalities</td>
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<td>1/28</td>
<td>3</td>
<td>Profiles of the Gifted and Talented</td>
<td>Social/Emotional</td>
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<td>Bright Child vs. Gifted Learner</td>
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<td>Autonomous learners</td>
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<td>2/4</td>
<td>4</td>
<td>An Analysis of Gardner’s Theory of MI Multiple Intelligences in the Classroom</td>
<td>Social/Emotional</td>
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<td>G/LD, Multiple Intelligences,</td>
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<td>2/11</td>
<td>5</td>
<td>Texas Plan for the Gifted Creativity- Asset or Burden</td>
<td>Assessment and Identification of Gifted Learners</td>
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<td>The law, Standardized tools, Criteria, Teacher Role, Creativity</td>
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<td>V- Discovering learner needs</td>
<td>Assessment and Identification of Gifted Learners</td>
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<td>Mapping a Route Toward Differentiated Instruction</td>
<td>What is Differentiation? What are the elements of Differentiation? Why do we use it?</td>
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<td>Tomlinson – Chap. 1</td>
<td>Historical perspectives</td>
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<td>Wormeli – Chap. 1</td>
<td>Interest inventories</td>
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<td>2/25</td>
<td>7</td>
<td>V- Techniques for Adjusting Instruction</td>
<td>What is the logic of Differentiation? Good Instruction = Differentiated classrooms</td>
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<td>Tomlinson – Chaps.2- 3</td>
<td>Small group article discussions</td>
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<td>V – Planning curriculum and Instruction Using Data to Differentiate Instruction Tomlinson – Chap. 4 Wormeli – Chap. 3-4</td>
<td>Assessment to drive instruction Pre-assessment, compacting, independent study</td>
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<td>3/11</td>
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<td>Project Presentations</td>
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<td>SPRING BREAK</td>
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<td>3/25</td>
<td>11</td>
<td>The Silver Cup of Differentiated Instruction Tomlinson – Chaps. 5- 6; p. 127-136 Wormeli – Chap. 5</td>
<td>Planning Curriculum and Instruction: Differentiated Menus, Lesson plans, learning centers</td>
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<td>4/1</td>
<td>12</td>
<td>V – Teaching for Learner Success Tomlinson - p. 111-115; 144-148 Wormeli – Chaps. 7-9</td>
<td>Planning curriculum and instruction Strategies: Tiered Activities, contracts, flexible groupings</td>
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<td>4/15</td>
<td>14</td>
<td>V- Classroom Routines Wormeli – Chaps. 15-16</td>
<td>Differentiation – Getting started in the classroom Share Menus in small groups</td>
</tr>
<tr>
<td>4/22</td>
<td>15</td>
<td>All work is Due at this time. No late assignments will be accepted after this date.</td>
<td>Presentations</td>
</tr>
<tr>
<td>5/7</td>
<td>Final Exam</td>
<td>1:30-2:00</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>

All articles are posted on Blackboard.
Videos that are viewed in class are designated with a V.