Instructor: Dr. Monette Elizalde  
Office: MB 2nd floor Cubicle #5  
Phone: 458-5969  
Email: Please submit all communication through WebCT

Course Meeting Time: 11:00-1:45pm  
Course Location: 1604: MB 1.304  
Office Hours: Mon. 1:45-2:45 and by appointment as needed

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.

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**DEPARTMENT OF INTERDISCIPLINARY LEARNING AND TEACHING – ILT**

**MISSION**  
Fostering the intellectual and professional growth and integrity

**VISION**  
The mission of the department of ILT 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 ILT 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

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**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.

**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.

**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.
Overview of Course Requirements

Grading criteria and specifications for each assignment will be given by the instructor.

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 points will be deducted from your assignment grade for each day it is late after the original due date. Any subsequent late assignments WILL NOT BE ACCEPTED. If you are absent on the day an assignment is due, make arrangements to have your assignment delivered to class or placed in the instructor’s box.

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 excessive, extraneous mistakes.

4. All assignments must be written in “people first” language. Appropriate use of “people first” language will be evaluated in class discussion and all written work.

5. 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 MUST BE INCLUDED. THE STUDENT’S NAME, ASSIGNMENT TITLE, AND DATE SHOULD BE IDENTIFIED ON EVERY ASSIGNMENT SUBMITTED. This information should be included as a header on every page of the assignment. Title pages are not a requirement.

GT Professional Development Hours

Texas law requires that educators providing services to gifted/talented students have the following qualifications as stated in the Texas Administrative Code §89.2 (http://www.tea.state.tx.us/rules/tac/chapter089/ch089a.html):

School districts shall ensure that:

(1) prior to assignment in the program, teachers who provide instruction and services that are a part of the program for gifted students have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students;

(2) teachers without training required in paragraph (1) of this section who provide instruction and services that are part of the gifted/talented program must complete the 30-hour training requirement within one semester;

(3) teachers who provide instruction and services that are a part of the program for gifted students receive a minimum of six hours annually of professional development in gifted education; and

(4) administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.

The content in this course will cover the 30 hours of content required by the State of Texas. Please note that attendance is mandatory and students will not receive certificates for content covered in classes they did not attend.
Assignments

Project Choices

In addition to whole class assignments, students will choose 1 of the following projects based on individual interests and need. Extended criteria and requirements for each assignment will be posted on WebCT through an electronic-menu. By the specified due date, each student will be required to select a choice. Highlighted choices denote those that will be presented in class. All others will be submitted in their entirety to the instructor. If you complete an assignment in a format that lends itself to presentation, and it is not designated for presentation, you may arrange this with the instructor.

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<thead>
<tr>
<th>#1</th>
<th>#2</th>
<th>#3</th>
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<tbody>
<tr>
<td>Observe in a PK classroom for a minimum of 5 hours and provide critical analysis of how differentiation is employed and can be improved.</td>
<td>Blog about your understandings, connections, and insights pertaining to differentiation throughout the course of the semester.</td>
<td>Design a content area learning center and provide a minimum of 4 different activities. Each activity must be tiered for different levels of complexity.</td>
</tr>
</tbody>
</table>

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<tr>
<th>#4</th>
<th>#5</th>
<th>#6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research an exceptional population and create an interactive presentation outlining characteristics of the group and strategies for teaching children (2-3 people).</td>
<td>Free choice to be proposed by the student and approved by the instructor.</td>
<td>Videotape or deliver a podcast of a public service announcement on an area of exceptionality.</td>
</tr>
</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. Multiple Intelligences
3. Alternative assessment
4. Teaching children of cultural and linguistic diversity

Submit a photocopy of the article in its entirety. The journal article should be current with a publication date no earlier than 2005. 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 affect your future classroom instruction. No more than ½ a page may be allocated to summarization of the article. The body of the paper should focus on (1.) implications for differentiated classrooms and (2.) implications for your own future classroom instruction.

Electronic Project Menu

The goal of this activity is to create a technology-based menu of activities appropriate for young children. You will first need to choose a grade level (PK-6) for your menu. You will then create a set of nine engaging, appropriate and relevant activities from which students may choose. Specific requirements and grading criteria will be discussed in class.
The Difference Between an A and a B Quizzes

Over the course of the semester, you will be expected to independently complete a total of three quizzes on WebCT. Quizzes are based on all course content including weekly readings, in-class activities, PowerPoint presentations, videos, and class discussions. Dates and times for quizzes are listed on the course schedule.

Aesthetic Representation

Based on Elliot Eisner’s’ notions of multiple forms of representation, the culminating event for this course involves having you express your personal connection to the course and course content through the creation of an aesthetic representation(s) (e.g., painting, dancing, performing, sculpting, sewing, etc.). On one of the final three class meetings, you will share your aesthetic representation(s) with the class. Additional information will be presented in class.

Final Exam

The final exam will cover information presented throughout the semester. You will be asked to respond to several short answer/essay questions in order to demonstrate your understandings of differentiated instruction. There will be an interactive review for the final exam.

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:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>In class activities/professionalism</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Journal reading</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Project Choice</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Electronic Project Menu</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Aesthetic Representation</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Quizzes (3)</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td>See syllabus</td>
<td></td>
</tr>
</tbody>
</table>

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

Attendance and Professionalism

Attendance of scheduled classes is mandatory for the completion of this course. Activities designed for class participation cannot be replicated 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. It is the student’s responsibility to sign the attendance roster. In order to be considered present for the class, the student must arrive on time and remain for the entire class period. If you must be absent from class, arrange in advance for a classmate to obtain any handouts and other information for you and you are responsible for notifying the instructor PRIOR to the class meeting time.

Excused absences are reserved for extreme emergencies and their designation as excused up to the discretion of the instructor. You are allowed one excused absence in this course. Any absence, either excused on unexcused,
thereafter will result in a deduction of points. You will receive a reduction in your final grade by 1 letter grade for each unexcused absence and each excused absence after the first one will result in a reduction of the final grade by five points. VERY IMPORTANT: upon your second unexcused absence, the instructor will also initiate a Fitness to Teach review. There will be no exceptions to this policy.

Tardiness to class, and leaving before class is complete, is unprofessional. Each instance will result in the loss of 2 points. Students who have excessive tattles, or who leave class early multiple times, will also receive a deduction of professionalism points and may receive in a Fitness to Teach referral.

**Policies and Procedures**

Students are expected to demonstrate professional conduct and attire during class sessions. In order to minimize distractions, please refrain from engaging in loud or extensive individual conversations during class lectures or discussions. In addition, please silence your cell phones and/ or pagers. No electronic recording of lectures or class sessions may be done without the prior permission of 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).

The UTSA honor code states:

“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.”

Please note that I will pursue any and all courses of penalty for any violation of this honor code including, but not limited to a Fitness to Teach referral.

**Student Support Services**

*Academic Success and the Tomás Rivera Center:* The TRC provides an array of services to assist student in achieving learning success. A large proportion of beginning students find that the skills they develop in high school may not be adequate for success at the college level. The TRC provides training and assistance in such areas as study skills, test taking strategies, note taking skills, etc. The Center also has individual advising and tutoring for some courses. At the moment, tutoring is not available for this course but the various skills workshops that they run along with individual advising may prove extremely helpful. The TRC is located in the University Center 1.01.02 (far west end of the UC). You can reach them via the web ([www.utsa.edu/trcss](http://www.utsa.edu/trcss)) or by phone (458-4694).

*Other Student Support Services:* UTSA students with documented disabilities have access to an array of support services through the Office of Disability Services (office: MS 2.03.18; phone: 458-4157; web: [http://www.utsa.edu/disability/](http://www.utsa.edu/disability/)).

**Quality Enhancement Plan (QEP)**

The Quality Enhancement Plan (QEP) is a course of action designed to enhance student learning and is a required component of the accreditation process conducted by the Southern Association of Colleges and Schools (SACS).

The UTSA QEP *Quantitative Scholarship: From Literacy to Mastery* provides you with the skills needed to evaluate and interpret data, understand risks and benefits, and make informed decisions in your personal and professional lives. The plan focuses on integrating quantitative reasoning and communication skills in existing courses across the undergraduate curriculum.

The SACS team will visit UTSA during March 23-25, 2010 to review the reaccreditation plan. All UTSA students, faculty, and staff are encouraged to learn more about the QEP by visiting the website [www.utsa.edu/qep](http://www.utsa.edu/qep).
### Professional Development Standards:

<table>
<thead>
<tr>
<th>Special Education</th>
<th>Literacy Standards</th>
<th>Technology Standards</th>
<th>Diversity Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard II: 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>Standard III: 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>Standard IV: 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>
</tr>
<tr>
<td>Standard V: 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>
</tr>
<tr>
<td>Standard VI: 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>
</tr>
<tr>
<td>Standard X: 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>
</tr>
<tr>
<td>Standard XI: 11.1s, 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>Pedagogy and Professional</td>
<td>Pedagogy and Professional Duty:</td>
<td>Pedagogy and Professional Duty:</td>
<td>5.2s</td>
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<tr>
<td>Standard I: 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>
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<tr>
<td>Standard II: 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>
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<tr>
<td>Standard III: 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, 3.21s</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>
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<tr>
<td>Gifted and Talented</td>
<td>Social Studies Standards</td>
<td>Social Studies Standards</td>
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<tr>
<td>Standard I: 1.3s, 1.6s</td>
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<tr>
<td>Standard II: 2.1s, 2.2s</td>
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<tr>
<td>Standard III: 3.2k, 3.4k, 3.5k, 3.6k, 3.7k, 3.1s-3.3s</td>
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<tr>
<td>Standard VIII: 8.3k, 8.5k, 8.3s</td>
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<tr>
<td>Standard IX: see diversity standards</td>
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<tr>
<td>Standard X: 10.1k, 10.5s</td>
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# Tentative Course Schedule

**Professor:** Dr. Monette Elizalde  
**Office:** MB 2nd floor cubicle #5  
**Phone:** 458-5969

<table>
<thead>
<tr>
<th>Date</th>
<th>#</th>
<th>Readings Due for Class (articles, videos, and texts)</th>
<th>Topic of Discussion</th>
<th>Outside work Due for class</th>
</tr>
</thead>
</table>
| 1/11  | 1 | Tomlinson - Chap. 7                                  | Course introduction and overview  
Review of exceptionalities  
*Discuss Assignment: Project Choices* |                             |
| 1/25  | 2 | *Profiles of the Gifted and Talented*                | Social/Emotional (day 1a)  
Bright Child vs. Gifted Learner, Autonomous Learners  
*Discuss Assignment: Quizzes* | *Project choice must be selected* |
| 2/1   | 3 | *An Analysis of Gardner’s Theory of MI*  
-Multiple Intelligences in the Classroom* | Social/Emotional (day 1b)  
G/LD, Multiple Intelligences  
*Discuss Journal Article Assignment* | *Completed MI Self Evaluation DUE* |
| 2/8   | 4 | *Texas Plan for the Gifted*  
-Creativity- Asset or Burden* | Assessment & Identification of Gifted Learners (day 2a)  
The Law, Testing Criteria, Teacher Role,  
*Discuss Journal Article Assignment* | *Quiz 1 DUE* |
| 2/15  | 5 | *V- Discovering Learner Needs*  
-Mapping a Route Toward Differentiated Instruction*  
Tomlinson - Chap. 1  
Wormeli - Chap. 1 | Assessment & Identification of Gifted Learners (day 2b)  
Creativity, Interest Inventories, & Historical Perspectives of DI | *Journal Article Review DUE*  
*Completed Learning Style Inventory DUE* |
| 2/22  | 6 | *V- Techniques for Adjusting Instruction*  
Tomlinson - Chaps. 2-3  
Wormeli - Chap. 2 | Curriculum and Instruction (day 3a)  
What is the logic of Differentiation?  
Good Instruction = Differentiated Classrooms  
What is important to master?  
*Discuss Assignment: Aesthetic Representations* |                             |
<table>
<thead>
<tr>
<th>Date</th>
<th>Code</th>
<th>Title</th>
<th>Notes</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/1</td>
<td>7</td>
<td>V – Planning Curriculum and Instruction Using Data to Differentiate Instruction</td>
<td>Tomlinson - Chap. 4, Wormeli - Chaps. 3-4</td>
<td>Curriculum and Instruction (day 3b) Assessment to drive instruction Pre-assessment, Compacting, &amp; Independent Study</td>
</tr>
<tr>
<td>3/8</td>
<td>8</td>
<td>Tomlinson - Chaps. 5-6; p. 107-110 Wormeli - Chap. 5</td>
<td>Curriculum and Instruction (day 4a) Menus, Lesson Plans, &amp; Tiering</td>
<td>*Discuss Assignment: Electronic Project Menus *Quiz 2 DUE</td>
</tr>
<tr>
<td>3/15</td>
<td></td>
<td>Spring Break</td>
<td>No Class Meeting</td>
<td></td>
</tr>
<tr>
<td>3/22</td>
<td>9</td>
<td>The Silver Cup of Differentiated Instruction</td>
<td>Curriculum and Instruction (day 4b) Learning Centers *Select day and order of Aesthetic Representations *Present Project Choices</td>
<td>*Project Choice DUE</td>
</tr>
<tr>
<td>3/29</td>
<td>10</td>
<td>Tomlinson - Chaps. 5-6; p.127-136</td>
<td>Curriculum and Instruction (day 5a) RAFT &amp; Think-Tac-Toe *Present Project Choices</td>
<td>*Electronic Project Menus DUE: Bring hard copy to class AND post to WebCT</td>
</tr>
<tr>
<td>4/5</td>
<td>11</td>
<td>V – Teaching for Learner Success</td>
<td>Curriculum and Instruction (day 5b) Rubrics &amp; Checklists Grading *Present Project Choices (if needed)</td>
<td>*Submit 2 Questions for final via Web CT</td>
</tr>
<tr>
<td>4/12</td>
<td>12</td>
<td>V - Classroom Routines</td>
<td>Grading Classroom Routines</td>
<td>*Aesthetic Representations DUE</td>
</tr>
<tr>
<td>4/19</td>
<td>13</td>
<td>Wormeli - Chaps. 15-16</td>
<td>The Big Picture Present Aesthetic Representations</td>
<td>* Aesthetic Representations DUE *Quiz 3 DUE</td>
</tr>
<tr>
<td>4/26</td>
<td>14</td>
<td>All work is Due at this time</td>
<td>Present Aesthetic Representations Final Exam Review</td>
<td>*Aesthetic Representations DUE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Check time</td>
<td>Present Aesthetic Representations</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>

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