



**CISE 4379: Differentiated Pedagogy
(CISE 4377: Assessment)**

Fall 2017

*CISE 4379 is a required course for SECONDARY EDUCATION MINOR
and SECONDARY CERTIFICATION*

College of Education, Department of Curriculum and Instruction

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Office hours:

Monday	10:00-12:00pm	Willis
Mon-Thurs	7:30pm-9:30pm	Skype/Text**
Thursday	10:00am-12:00pm	Wunsche

(Access Skype and information about Skype at <http://www.skype.com/>) Skype name: jaimelc02

Class Format: The class format includes field experience and classroom readings from the text, use of library resources such as newspapers, journal articles, trade books, and the Internet to find reading resources, class discussions, small group activities, preparation of reading activities, analyzing the state standards, and teaching lessons.

Class day and time:

Section 03 – Willis – M/W 7am-4pm

Section 04 – Wunsche – T/TR 7am-4pm

Class location:

Willis (03) – Willis High School - 1201 Farm-To-Market Road 830 Willis, TX 77378

Wunsche (04) – Wunsche High School – 900 Wunsche Loop, Spring, TX 77373

Course Description: In this course, teacher candidates focus on differentiations of curriculum and pedagogy, which address students' differences to promote academic rigor for all learners.

Textbook:

Heacox, D. (2012). *Differentiating instruction in the regular classroom: how to reach and teach all learners*. Minneapolis, MN: Free Spirit Publishing. (Required)

Course Objectives:

The following objectives will be met during this course:

1. Demonstrate an understanding of instructional planning by providing differentiated instruction that engages students and promotes success.
2. Identify instructional strategies that align methods and techniques to diverse learners.
3. Develop technology-rich instruction, which provides for students' learning styles and needs.
4. Plan instruction that motivates students to meet learning goals.
5. Demonstrate a use and adaptation of technologies to promote student success.
6. Construct lessons that use differentiated instruction in a way that accommodates diversity among learners, i.e., cognitive abilities, learning styles, socioeconomic and family factors, readiness, learning pace, gender, cultural influences, and confidence.
7. Adhere to expectations for attendance, professional appearances, decorum, procedural, ethical, legal and statutory responsibilities including following policies and procedures at his/her specific school placement.

A matrix aligning course objectives, activities, assessments, and standards can be viewed upon request.

IDEA Objectives:

The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

Essential: Learning to apply course material (to improve thinking, problem solving, and decisions).

Important: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

Course/Instructor Requirements:

Community Engagement: In this course, you will not only learn knowledge and skills, but also actively use them to make a difference in our community to improve the quality of life. This experience, it is hoped, will help you see yourself as a positive force in this world and deepen your understanding of your role as a citizen.

Tk20 Account statement

Tk20 Account is required for this course. Tk20 is an electronic toolkit used by candidates to provide evidence that they have mastered state and professional standards for the profession. Additional information regarding Tk20 is available at: <https://tk20.shsu.edu/>

Requirements:

1. Check Blackboard, Remind your e-mail often.
2. Field Experience is designed to give you the opportunity to observe teachers and students in a public-school setting and to apply information learned in your education courses in a practical setting. There are specific assignments related to Field Experience. Successful completion of Field Experience and Field Experience assignments are required to receive credit for this course. You must complete these hours in a K-12, Title 1, public school as assigned.

3. Assignments are to be submitted on dates due at the beginning of class or as assigned. Electronically submitted assignments will be considered on time if submitted by end of the day (11:59 pm) on the due date, unless otherwise noted (Note: All due dates/times are based on Central Standard Time). Late assignments will be addressed on an individual basis.

4. The opportunity to revise an assignment and resubmit for re-evaluation is left to the discretion of the instructor. Assignments that are hastily completed and of very poor quality will not be given this consideration.

5. Time requirement for this course is 7am-4pm on assigned course days. If you enroll in Methods (CISE 4364 and CISE 4379/77), you agree to the time requirement. No considerations for other courses, employment, and additional commitments will be made.

6. Program Requirements must be met to receive your final grade for methods courses (CISE 4364 and CISE 4379/77). You must complete all program requirements by the assigned due dates. The program requirements include but are not limited to:

- ☐ Monthly Mentor Feedback forms
- ☐ Lesson Plans
- ☐ Field Experience Documentation
- ☐ Emerging Dispositions and Diversity Proficiencies (DDPs)

7. The DDPs are administered and evaluated in prescribed courses to all educator preparation students in initial and advanced programs. Throughout your field experience, you will be required to reflect on these dispositions.

	DDP	CF	CAEP	NCATE
1.	Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction.	2	1 & 2	4a.3., 4c.1., & 4c.2.
2.	Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners.	2		4a.3.
3.	Practices ethical behavior and intellectual honesty.	3	1 & 2	4a.3.
4.	Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices.	3	1, 2, & 3	4a.2 & 4a.3.
5.	Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners.	3 & 5	1, 2, 3	4a.1., 4a.3., & 4d.1.
6.	Demonstrates ability to be understanding, respectful and inclusive of diverse populations.	3 & 5	1, 2, 3	4a.1., 4a.2 4a.3. 4d.1.
7.	Uses assessment as a tool to evaluate learning and improve instruction for all learners	4		4a.3.
8.	Demonstrates a commitment to literacy, inquiry, and reflection.	1 & 4	1 & 2	4a.3.
9.	Leads diverse learners to higher level thinking in cognitive, affective, and/or psychomotor domains.	5		4a.3.
10.	Demonstrates a commitment to adapting instruction or programs to meet the	5	1, 2, & 3	4a.2., 4a.3., & 4d.1.

	needs of diverse learners.			
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Course Evaluation

Assignment	Points
Professionalism + Class Participation	400
Menu Assignments (4x50 pts)	200
Special Education Analysis	150
Differentiation Unit (Plan+Menu)	200
DDPs	50
Total Points Possible	1000

Most assignments are due through submission in BlackBoard per instructor directions. Some assignments will be delivered during class.

Grading Scale

A = 900 – 1000

B = 899 – 800

C = 799 – 700

Below 699 must repeat course

Student Guidelines University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Disabled Student Policy #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
 - [Use of Cell Phones in Academic Classrooms and Facilities #100728](#)
- Technology: As a courtesy to other participants and to your instructor, please refrain from text messaging, checking email, or answering your cell phone during class time. Using your personal electronic devices during class which can be distracting, disrupting instruction, communication and collaboration.

Attendance

Regular and punctual attendance is required for class, seminars, and field experiences. The three hours of absence provided by university policy should be used carefully for illness and emergencies. It is important that candidates notify the professor and mentor(s) via email, text, or phone call as soon as practicable.

Attendance (absences, tardiness, early exits) will be documented each day. Each absence above one (1) will negatively impact your grade in this course. Students should discuss each absence with the instructor. The Professional Concerns Committee will be notified by the professor should attendance become an issue.

Course Expectations

Professionalism: The instructor reserves the right to refer any unprofessional behavior to the Professional Concerns Committee, which could impact my completion of the Educator Preparation Program.

Professional behavior indicators

Communication

- Teacher candidate emails to professors, instructors, mentors, etc. should be written using professional greeting, language, and writing conventions.
- All conversations including those with your colleagues, your professors, your mentor, and the students at the school should be professional, respectful and contain no information that is not fully true.
- Under no circumstances should you contact a student from your field experience even if you have parent permission. This includes any type of texting or on social media.

Colleagues

- Your colleagues are your peers and treat them as such. They deserve your support and attention in class, conversation, assignments and field experience. When another colleague is struggling with an assignment or concept, share your knowledge.

Attire

- The way you present yourself as a teacher candidate critical to your success as a future educator. You are a representative of Sam Houston State University as well as the entire teaching profession. It is expected you will dress professionally following the district's dress code.

Bibliography

Dodge, J. (2009). *25 Quick Formative Assessments for a Differentiated Classroom: Easy, Low-Prep Assessments That Help You Pinpoint Students' Needs and Reach All Learners*. Scholastic Teaching Resources.

Kafele, B. K. (2013). *Closing the Attitude Gap*. Alexandria, VA: ASCD.

Rogers, S. (2014). *Teaching for Excellence fifth edition*. Peak Learning Systems. ISBN 978-1889852256. (303) 679-9780. www.peaklearn.com

Stevens, D., & Cooper, J. E. (2009). *Journal Keeping: How to Use Reflective Writing for Learning, Teaching, Professional Insight and Positive Change*. Sterling, VA: Stylus

College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken and systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses. The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.

Field Experience for Secondary Methods Block

This part of the syllabus is common to all courses in the Secondary Education Program. Therefore, each course incorporates the Field Experience points as part of your final grade (see specific course requirements). The successful completion of assignments and requirements described in this document are required for the completion of the Secondary Education Program.

- **What is Field Experience?**

This course is a field-based course. This means you will spend at least 60 hours of time allotted for the Secondary Methods Block in a public secondary classroom. In working in these classrooms, you will be applying knowledge and skills learned in all Methods' courses including your previous Secondary Education courses. There are specific assignments related to Field Experience. Successful completion of Field Experience and Field Experience assignments is required to receive credit for this course.

- **How many hours of Field Experience will be obtained?**

For this class, you can expect to log 60 hours in the field. At least 10 of which will be in classrooms with English Language Learners (ELL) and 10 hours in a classroom with Special Education students. These hours are included in the 60 hours of Field Experience. In addition, you will need to attend a total of 10 hours of outside-of-the-classroom activities, 5 working directly with students and 5 in professional development activities. You must find a face-to-face activity that will support your development as a future teacher.

- **What is the purpose of Field Experience?**

Field Experience is designed to give you the opportunity to work with students, apply knowledge and skills, and teach lessons in secondary public school classrooms.

- **How do I get started in Field Experience?**

The first day of field experience may include an orientation and tour of the assigned school, during which you will meet your mentor(s), administrators, counselors and support staff. You are required to have your Level II Field Experience Badge issued by SHSU prominently displayed whenever you are on any Texas public school campus. The district may have additional requirements.

- **What will I be required to do during Field Experience?**

As a teacher candidate, you should be working to assist your mentor by tutoring students, working with small groups, participating in duty assignments, grading papers, organizing materials, preparing for upcoming lessons, and teaching lessons whenever possible. Do not be passive, actively engage. It is your responsibility to ask how you can be of assistance. You are required to teach a minimum of two lessons. Your mentor teacher as well as your Methods professor will evaluate these lessons. The evaluation instrument for these lessons will be provided to you.