Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should **not** be used to purchase course materials.
COURSE SYLLABUS
EDUC 307
INSTRUCTIONAL PRACTICES FOR DIFFERENTIATED INSTRUCTION

COURSE DESCRIPTION
This course provides professional development for preservice and inservice teachers in differentiated instruction.

RATIONALE
Differences in intelligence, development, social preferences, and physical and spiritual maturity cause students to have disparate needs and learning styles. Therefore, effective instruction must provide learners with multiple options for processing information and understanding ideas. Through the concept of differentiated instruction, introduced in this course, teachers are equipped to address the learning diversity found in today’s classrooms.

I. PREREQUISITE
For information regarding prerequisites for this course, please refer to the Academic Course Catalog.

II. REQUIRED RESOURCE PURCHASES
Click on the following link to view the required resource(s) for the term in which you are registered: http://bookstore.mbsdirect.net/liberty.htm

III. ADDITIONAL MATERIALS FOR LEARNING
A. Computer with basic audio/video output equipment
B. Internet access (broadband recommended)
C. Microsoft Office

IV. MEASURABLE LEARNING OUTCOMES
Upon successful completion of this course, the student will be able to:
A. Analyze our Christian role in reaching all learners and the uniqueness that makes up the body of Christ.
B. Articulate how student readiness, profile, and interests affect content, process, and product.
C. Demonstrate an understanding of how assessment is utilized in differentiated instruction.
D. Analyze and demonstrate how technology is utilized as a tool for teaching, learning, research, and communication.
E. Design lessons and units that successfully integrate differentiated instruction with the teaching/learning process.

V. Course Requirements and Assignments

A. Textbook readings and lecture presentations/notes

B. Course Requirements Checklist

After reading the Syllabus and Student Expectations, the student will complete the related checklist found in Module/Week 1.

C. Discussion Board Forums (8)

There will be 8 Discussion Board Forums throughout the course. The purpose of Discussion Board Forums is to generate interaction in regard to relevant, course topics. The candidate is required to post 1 thread of at least 250 words by 11:59 p.m. (ET) on Thursday of the assigned module/week. The candidate will then post replies of at least 100 words to 2 other candidates’ threads by 11:59 p.m. (ET) on Monday of the same module/week, except for Discussion Board Forum 8, in which replies are due by 11:59 p.m. (ET) on Friday of Module/Week 8. Each thread must include at least 1 citation in APA format.

D. Assessment Tools Paper

Each candidate will submit a paper describing a variety of assessment tools including interest, ability/intellectual level, achievement level, and personality type assessments. For full credit, 6 assessments must be discussed, with a minimum of 1 assessment tool in each category. Write a 1-page description on each assessment, answering the questions in the directions, using current APA format. The paper is due by 11:59 p.m. (ET) on Monday of Module/Week 2.

E. Differentiated Unit Plan Topic

The candidate will submit a 1-page document explaining the ideas for the Differentiated Unit Plan. In addition, the candidate should reflect on previous lesson plans that were created for other courses to help generate an idea for a topic. The document must include a unit theme, character principle, proposed grade level, subjects, and primary SOLs for each subject. This assignment is due by 11:59 p.m. (ET) on Monday of Module/Week 3.

F. Differentiated Lesson Plans (2)

The candidate will create 2 lesson plans on 1 core subject area and grade level. In addition, the candidate will choose 1 specific topic within that subject area for both lesson plans. Each lesson plan must explain how he/she will meet the needs of a mixed-ability classroom. The lessons need to incorporate specific differentiated instruction within the teaching of the concept as well as the practice of it. The Differentiated Lesson Plans are due by 11:59 p.m. (ET) on Monday of Modules/Weeks 4 and 5.

G. Differentiated Unit Plan Part 1: Form
Following the example given, the candidate will complete a differentiated unit plan including 5 daily lesson plans. This assignment is due by 11:59 p.m. (ET) on Monday of Module/Week 7.

H. Differentiated Unit Plan Part 2: Accommodations
The candidate will create 10 accommodations for the differentiated unit plan that will individualize the lessons for students with various disabilities. This assignment is due by 11:59 p.m. (ET) on Friday of Module/Week 8.

VI. COURSE GRADING AND POLICIES
A. Points

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Course Requirements Checklist</td>
<td>10</td>
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<tr>
<td>Discussion Board Forums (8 at 50 pts ea)</td>
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<tr>
<td>Assessment Tools Paper</td>
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<tr>
<td>Differentiated Unit Plan Topic</td>
<td>50</td>
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<tr>
<td>Differentiated Lesson Plans (2 at 100 pts ea)</td>
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<td>Differentiated Unit Plan Part 1: Form</td>
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<td>Differentiated Unit Plan Part 2: Accommodations</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
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B. Scale
A = 900–1010   B = 800–899   C = 700–799   D = 600–699   F = 0–599

C. Live Text Submission Policy
Assignments that are to be submitted to LiveText must be submitted there in order to receive credit for them. This includes assignments that are also submitted in Blackboard, including those submitted to SafeAssign.

D. Late Assignment Policy
If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1. Late assignments submitted within one week of the due date will receive a 10% deduction.
2. Assignments submitted more than one week late will receive a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the course will not be accepted.
4. Late Discussion Board threads or replies will not be accepted.

Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.

E. Disability Assistance
Students with a documented disability may contact Liberty University Online’s Office of Disability Academic Support (ODAS) at LUODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.
# Course Schedule

**EDUC 307**

Textbooks: Ackerman, *GUIDE to Differentiated Instruction* (2012).

## Module/Week | Reading & Study | Assignments | Points
---|---|---|---
1 | Ackerman: G Tomlinson: ch. 1 1 presentation | Course Requirement Checklist Class Introductions DB Forum 1 | 10 0 50
2 | Ackerman: U Tomlinson: ch. 2 1 presentation | DB Forum 2 Assessment Tools Paper | 50 100
3 | Ackerman: I Tomlinson: ch. 3 1 presentation | DB Forum 3 Differentiated Unit Plan Topic | 50 50
4 | Ackerman: D Tomlinson: ch. 5 1 presentation | DB Forum 4 Differentiated Lesson Plan 1 | 50 100
5 | Ackerman: E Tomlinson: chs. 6–7 1 presentation | DB Forum 5 Differentiated Lesson Plan 2 | 50 100
6 | Tomlinson: chs. 8–10 2 presentations | DB Forum 6 | 50
7 | Tomlinson: chs. 11–12 2 presentations | DB Forum 7 Differentiated Unit Plan Part 1: Form | 50 100
8 | Tomlinson: chs. 13–14 1 presentation | DB Forum 8 Differentiated Unit Plan Part 2: Accommodations | 50 150

**Total** | **1010**

DB = Discussion Board

**NOTE:** Each course week (except Module/Week 1) begins on Tuesday morning at 12:00 a.m. (ET) and ends on Monday night at 11:59 p.m. (ET). The final week ends at 11:59 p.m. (ET) on Friday.