

UNIVERSITY of NORTH CAROLINA  
PEMBROKE

**ELE 5775 Development, Diversity and Differentiation of Instruction**

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Format: This graduate course is being offered online for Fall Semester, 2021

**COURSE DESCRIPTION**

The purpose of this course is to assist teachers in developing deeper and more meaningful understandings of diverse learners and their educational needs based on sociocultural information; information about child development and experiences and insights into best practices for differentiated instruction. Course participants will examine issues related to child development, a range of knowledge bases for diversity, and curriculum and instruction within a framework for differentiation. We will also examine attitudes, beliefs, tools, strategies, policies and practices that can decrease the opportunity gap and contribute to educational equity and social justice.

3 hours. Prerequisites: EDN 5660 and EDN 5490

**CONCEPTUAL FRAMEWORK**



The UNCP Teacher Education Program is committed to the public school mission of preparing P-12 learners for full participation in a democratic society. We believe that all P-12 learners are entitled to the highest quality instruction, services, resources, and facilities that society can provide. UNCP's primary responsibility in that noble effort is to prepare **competent** and **collaborative** professional educators **committed** to the mission of public education.

*Additional information on the Conceptual Framework can be found in the M. A. Ed. in Elementary Education Student Handbook.*

**NC STANDARDS FOR GRADUATE TEACHER CANDIDATES**

Teachers granted the master's degree license are expected to be teacher leaders in their specialty area, to facilitate the creation of healthy educational environments, to have deep knowledge and skills in their content and curriculum, to use research in making decisions about effective practice for student learning, and to be continuous, reflective practitioners who model the values of lifelong learning, critical thinking, problem-solving and innovation.

The NC State Board of Education has approved Standards for Graduate Teacher Candidates. These standards can be found in the M. A. Ed. in Elementary Education Student Handbook. In this course, students will complete assignments that specifically address the following NC Standards for Graduate Teacher Candidates.

### **Standard 1: Teacher Leadership**

Teacher leaders assume the roles and responsibilities of collaborative leaders in schools and communities. Teachers demonstrate leadership in their classrooms, schools and professional organizations; they advocate for students and effective educational practices and policies; and they are role models for ethical leadership. Teacher leaders:

- Demonstrate effective ongoing communication, collaboration, and team-building among colleagues.
- Set goals and establish priorities while promoting educational initiatives that positively affect student learning.
- Participate in professional learning communities.

### **Standard 2: Respectful Educational Environments**

Teacher leaders model leadership by establishing a positive and productive environment for a diverse population of students, their families, and the community. Teachers are knowledgeable about cultures and global issues and how they are contextualized locally. Teachers help colleagues develop effective strategies for students with special needs. They encourage positive, constructive relations among colleagues and students. Teacher leaders:

- Facilitate the development of inviting, respectful, supportive, inclusive, and flexible educational communities.
- Create collaborative partnerships with families, schools, and communities to promote a positive school culture.
- Facilitate and model caring and respectful treatment of individuals within the learning community.
- Demonstrate knowledge and understanding of diverse world cultures and global issues.
- Encourage high expectations for all students.
- Collaboratively design and implement curriculum and instruction that is responsive to learner differences.

### **Standard 3: Content and Curriculum Expertise**

Teacher leaders have a deep knowledge of the subjects they teach and understanding of curriculum theory and development. They value collaboration and the interconnectedness of disciplines. They understand the importance of curriculum relevance in engaging students in content. Teacher leaders:

- Demonstrate in-depth knowledge of curriculum, instruction, and assessment.
- Model the integration of 21<sup>st</sup> century content and skills into educational practices.
- Develop relevant, rigorous curriculum.

#### **Standard 4: Student Learning**

Teacher leaders facilitate student learning through evidence-based practice informed by research. They understand and apply research in child and adolescent development, cognitive development, and general and specialized pedagogy. They encourage critical reading, writing and thinking in the learning process. They foster instructional and evaluation methods that embrace variety and authenticity. They promote student reflection and self-assessment. They encourage colleagues and students to take on leadership roles and work in teams. Teacher leaders:

- Seek out and use existing research to inform school practices.
- Design action research to investigate and improve student learning and school policies and practices.
- Critically analyze student and school performance data to determine needs and plan instruction that is rigorous, coherent, and substantiated within a theoretical and philosophical base.

#### **Standard 5: Reflection**

Teacher leaders contribute to systematic, critical analysis of learning in their classrooms and beyond. They are lifelong learners who model and support ongoing professional development. Teachers embrace critical thinking, problem solving, and innovation. Teacher leaders:

- Promote an educational culture that values reflective practice.
- Model personal and professional reflection to extend student learning and school improvement.

Alignment with Standards:

<b>NCPTS Standards &amp; Indicator</b>	<b>InTASC Standard Alignment</b>	<b>edTPA Alignment</b>	<b>Assessment method</b>
NCPTS 1.d, 2.a,b,c,	2, 3	Task 1 (Context for Learning) Differentiation	Action Reflection Commentary

## **Course Objectives/Competencies**

Toward the goal of furthering the elementary teaching professional's effectiveness, each graduate student, during, or upon the completion of the course, will:

- Critically examine and discuss ways that students have been denied educational justice through mechanisms like segregation, separation, sorting, testing, tracking and discrimination.
- Critically examine the “deficit perspective” and develop a vision toward students, families and communities that promotes equity and enables students to thrive in the classroom.
- Critically analyze current events related to the struggle for educational equity.
- Explore and apply evidence-based strategies for differentiation and teaching children through a student-centered pedagogy.
- Demonstrate a commitment to leadership, school improvement and advocacy on behalf of all children and their families.

## **Topics to be Addressed in this Course**

The following topics will be addressed in this course:

- “Who’s Coming to School?” Past and Present
- A History of Separation and Segregation; Fighting for Educational Justice in Today’s Climate
- Making the Case for Differentiation
- Teachers Cultivating Change/Teachers as Change Agents
- Developing Your Own Vision for Equitable Classrooms
- Processes, Policies and Practices that Support Differentiation in the Classroom
- Effective Professional Development that Supports Meaningful Long-Term Change

## **Instructional Strategies**

This course will be delivered online using the UNCP Canvas course management system. The following instructional strategies will be utilized:

- Independent reading, viewing, and writing assignments
- Data analysis and reporting
- Self-assessment and reflection
- Student-student and instructor-student interaction through Bb Discussion Board
- Clinical assessment of elementary students
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## Course Readings

The **required** text for this course is *Leading for Differentiation: Growing Teachers Who Grow Kids* by Carol Ann Tomlinson and Michael Murphy (ASCD, 2015).

This course will use additional scholarly readings and/or multi-media presentations which will be made available on Blackboard and through other available online resources. You will be expected to review and to respond to these; you will also be responsible for independently locating and evaluating additional journal-based and web-based resources, applications, and materials.

## Course Expectations

If you have questions or concerns of an academic nature or would like to share resources with me please use my campus email. [Claudia.nickolson@uncp.edu](mailto:Claudia.nickolson@uncp.edu)  
UNCP's Division of Information Technology (DoIT) offers a wide variety of services that you may find helpful as a student in an online course. If you experience any problems with your UNCP email account, registering in BraveWeb, or with Canvas, you can request assistance from the DoIT Help Desk.  
For General Assistance Call: [910.521.6260](tel:910.521.6260)  
Fax: [910.775.4337](tel:910.775.4337)  
E-mail: [helpdesk@uncp.edu](mailto:helpdesk@uncp.edu)

Characteristics of good teachers include dedication, enthusiasm, professionalism, a love for life-long learning and a love for children. As teachers you are expected to display these characteristics, therefore your attendance and participation are vital. Because this is an online course, you will need to demonstrate a high degree of self-motivation and interest. It is important that you interact online regularly and stay on top of your readings and assignments. For this course to be successful, interaction and collaboration between all class members is very important. You must be active and share connections, insights, questions, and ideas.

As an M. A. Ed candidate enrolled at UNCP, you should demonstrate the following professional dispositions: punctuality, preparation, and thoughtful participation in class activities. In addition, diplomacy, tact, patience, problem solving, risk taking, collegiality and reflective practice are others. Please exhibit these characteristics while participating in class discussions and completing academic requirements for this course.

Please keep in mind that all students participating in this course deserve the respect of their colleagues and discussions within Blackboard and communication within this course should remain professional. Treat others as you would like to be treated. Any unprofessional remarks or comments in Blackboard will be removed from the Blackboard site and action may be taken depending on the severity of the infraction.

As a graduate student you will be expected to apply spelling, punctuation, grammar and editing skills at the college level, as well as reference and cite ideas and quoted materials appropriately using APA (American Psychological Association) style in all written assignments. If you are not familiar with APA

style, there are many useful online sources you can consult such as the Purdue OWL [On-line Writing Lab]. The website is: <http://owl.english.purdue.edu/owl/resource/560/01/>.

As a practicing teacher, you are expected to meet deadlines in your school. For this course all work must be submitted on or before assigned due dates. Late work may not be accepted without penalty unless there is a case of illness, accident, death, or an emergency. Should such circumstances arise, notify me as soon as possible. You may be asked to provide documentation for excused circumstances. **All assignments are due by 5:00 pm on the due date.** Assignments turned in **AFTER THE DUE DATE** may not receive full credit. This policy applies to all assignments in the course, including Discussion Board posts.

**Course Assignments:**

**Discussion Board Responses.....50 points**

You will be expected to participate in **2 graded** Discussion Board (DB) Forums. Specific questions to be addressed in these Forums can be found in your Bb modules. Each of these graded Forums is worth 25 points (for a total of 50 points). These discussions will be critical conversations related to assigned readings/video viewings.

**Action Reflections.....100 points**

You will be expected to complete two Action Reflections (see format in Canvas) related to topics covered in the course. These two reflections will require you to:

1. Outline **Key Principles**, facts, concepts and ideas that you want to take away from the module
2. Describe the **Connections** you are making (How this content relates to your prior knowledge and personal experiences --- be specific!)
3. Describe your **Action Plan** for using this information in the future. Be specific! Minimum of five examples.

Each Action Reflection is worth 50 possible points.

**Final Reflection: “I Used to Think, Now I Think...” .....50 points**

This final reflection will provide an opportunity to address ways that your thinking has been challenged or changed as a result of the focused reading/study/discussion/writing and activities of this course.

**Action Steps: “I plan to take action in these ways:...” .....50 points**

Your **Action Steps** represent the ways you intend to incorporate your knowledge bases for diversity, principles of differentiation, and understandings of professional development and leadership into your future work as an educator for others. Synthesize the Action Plans from your previous Action Reflections and describe in depth how you will apply your learning from this course.

## Evaluation and Grading Scale

It is expected that students enrolled in graduate courses demonstrate breadth and depth of understanding significantly beyond the undergraduate level. While a plus (+) or minus (-) can be assigned for grades of 'A,' 'B,' and 'C, they do not affect the computation of the grade point average and will not be used in this course.

A grade of "A" designates that the graduate student's performance has been superior, going above and beyond what is normally expected in a graduate class.

A grade of "B" designates that a graduate student's performance has been satisfactory and that the student has demonstrated the level of understanding normally expected in a graduate class.

A grade of "C" designates that the graduate student's performance has been poor and that the student has demonstrated significantly less understanding than normally expected in a graduate class.

A grade of "F" designates failure of the course. A graduate student who receives an "F" is ineligible to continue graduate studies at The University of North Carolina at Pembroke, and he/she will be dismissed.

A grade of "I" (incomplete) is given when the student is unable to complete work because of an unavoidable circumstance such as illness. It is not to be given to enable a student to do additional work to improve a grade.

A grade of "T" indicates that a thesis or internship grade is pending and is issued only for thesis research and capstone courses and for the year-long internship in school administration.

A grade of "W" indicates that a student officially withdrew from a course.

## Summary of Assignments

Assignment	Possible Points
Discussion Board Posts and Participation	50
Action Reflections	100
Final Reflection and Action Steps	100
<b>Total Possible Points</b>	<b>250</b>

A ten-point grading scale will be used for this course. As reflected in the preceding table above, there will be a possible 250 points.

Students earning 225 or more of the 250 points will receive a grade of **A** (90%+).

Students earning 200 to 224 points will receive a grade of **B** (80-89%).

Students earning 175 to 199 points will receive a grade of **C** (70-79%).

Students earning 150-174 points will receive a D (< 70%)

Students earning 149 and below will receive an F

### **Academic Honor Code**

Academic honor and integrity are essential to the existence of a university community. Standards of academic honor are enforced by the Graduate Council acting through the Dean of the School of Graduate Studies and Research. Graduate students are expected to adhere to all academic and conduct standards described in the UNC Pembroke Catalog and the Student Handbook. Students have the responsibility to know and observe the UNCP Academic Honor Code. A complete description of the Honor Code appears in The Student Handbook, the University General Catalog, and on the University website at:

<https://www.uncp.edu/student-life/student-services/student-conduct/academic-honor-code>.

This code forbids cheating, plagiarism, abuse of academic materials, fabrication or falsification of information, abuse of academic materials and complicity in academic dishonesty.

- ***Cheating*** - Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in an academic exercise. This includes both giving unauthorized information (in either oral or written form) and receiving such information during any academic exercise.
- ***Plagiarism*** - Intentionally or knowingly presenting the work of another as one's own.
- ***Fabrication and falsification*** - Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of altering information, while fabrication is a matter of inventing or counterfeiting information for use in any academic exercise.
- ***Abuse of Academic Materials*** - Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic material.
- ***Complicity in Academic Dishonesty*** - Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

**Standards of academic honor will be enforced in this course.** Academic evaluations in this course include a judgment that your work is free from academic dishonesty of any type; therefore, grades in this course should and will be adversely affected by academic dishonesty. The normal penalty for a first offense is an F in the course. Students who violate the code can be dismissed from the University.

In this course, submission of an assignment through Blackboard will be a statement of academic honor; it will be an affirmation that you have completed the assignment and that you have neither received nor given inappropriate assistance in completing the assignment. Students are expected to report cases of academic dishonesty to the instructor. Failure to know and understand the Honor Code will not excuse anyone from its obligations.

### **Accessing Academic Accommodations**

UNC Pembroke is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on color, national origin, religion, sex, age, or disability. UNC



Pembroke is committed to providing services for all students with disabilities in accordance with Sections 504 and 508 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act Amendments Act (ADA) of 2009.

In post-secondary school settings, academic accommodations are not automatic; to receive accommodations, students must make a formal request and must supply documentation from a qualified professional to support that request. Students who believe they qualify must contact the Accessibility Resource Center (ARC) in DF Lowry Building, Room 107 or call 910-521-6695 to begin the accommodation process. All discussions remain confidential. Accommodations cannot be provided retroactively. More information for students about the services provided by ARC and the accommodation process may be found at the following link: <http://www.uncp.edu/arc>

## **ELE 5775 Development, Diversity and Differentiation of Instruction COURSE OUTLINE AND CALENDAR----- Fall 2 2021**

<b>Date</b>	<b>ELE 5775 Weekly Topics</b>	<b>Readings and Assignments See all due dates in Canvas</b>
Week One Oct. 18-22	<b>Module One</b>  <ul style="list-style-type: none"> <li>• Introductions</li> <li>• “Who’s Coming to School?” Past and Present</li> <li>• A History of Separation and Segregation</li> <li>• Fighting for Educational Justice in Today’s Sociopolitical Climate</li> <li>• Making the Case for Differentiation</li> </ul>	Engage with textbook, videos and readings in Canvas  Post your introduction by 10/22  Discussion One
Week Two Oct. 25-29	<b>Module Two</b>  <ul style="list-style-type: none"> <li>• Social Contexts of Human Growth and Psychological Development (Focus on Marginalized Ethnic and Racial Cultures)</li> <li>• Cultural and Cognitive Learning Style Theory and Research</li> <li>• Making the Demographic Case for Differentiation</li> <li>• What Kind of Teachers do Students Need?</li> </ul>	Engage with textbook, videos and readings in Canvas
Week Three Nov. 1-5	<b>Module Three</b>  <ul style="list-style-type: none"> <li>• Creating a School/Classroom Climate for Learning</li> <li>• Principles of Culturally Responsive Teaching</li> <li>• Principles of Culturally Responsive Curriculum Development</li> <li>• Foundations of Racism</li> </ul>	Engage with textbook, videos and readings in Canvas  Action Reflection One

	<ul style="list-style-type: none"> <li>• Effects of Policy and Practice on Culture, Race, Gender and Other Categories of Diversity</li> </ul>	
<p>Week Four Nov. 8-12</p>	<p style="text-align: center;"><b>Module Four</b></p> <ul style="list-style-type: none"> <li>• Processes, Policies and Practices that Support Differentiation</li> <li>• Using Classroom/School Time and Space Differently</li> <li>• Grouping Without Tracking</li> </ul>	<p>Engage with textbook, videos and readings in Canvas</p>
<p>Week Five Nov. 15-19</p>	<p style="text-align: center;"><b>Module Five</b></p> <ul style="list-style-type: none"> <li>• The Assessment-Teaching Loop</li> <li>• Formative and Summative Assessment in the Differentiation Classroom</li> <li>• Culturally Responsive Diagnosis, Measurement and Assessment reading</li> </ul>	<p>Engage with textbook, videos and readings in Canvas</p> <p>Discussion Two</p>
<p>Week Six Nov. 22-26</p>	<p style="text-align: center;"><b>Module Six</b></p> <ul style="list-style-type: none"> <li>• How Does Poverty/Stress Impact the Developing Brain?</li> <li>• The Impact of Child Adversity on Learning</li> <li>• What is Brain-Based Learning?</li> <li>• Addressing Contemporary Classroom Demands</li> </ul>	<p>Engage with textbook, videos and readings in Canvas</p>
<p>Week Seven Nov. 29-Dec. 3 (last day of classes)</p>	<p style="text-align: center;"><b>Module Seven</b></p> <ul style="list-style-type: none"> <li>• Effective Professional Development that Supports Meaningful Change</li> <li>• Developing Your Own Vision for Equitable Classrooms</li> <li>• Differentiating through the Arts, Drama, Project-Based and Place-Based Learning</li> <li>• Experiential Knowledge: Using What you Know to Build on and Grow</li> <li>• What Does Justice Mean?</li> </ul>	<p>Engage with textbook, videos and readings in Canvas</p> <p>Action Reflection Two</p>
<p>Finals Week Dec. 6-10</p>	<ul style="list-style-type: none"> <li>• <b>Synthesis of Course Topics</b></li> <li>• <b>Submit Final Reflection and Action Steps Assignments</b></li> </ul>	<p>Final Reflection and Course Feedback</p>