

**Dewar College of Education and Human Services  
Valdosta State University  
Department of Middle, Secondary, Reading, and Deaf Education**

---

**DEAF 6000  
Integration and Management of Instruction in the Classroom  
4 SEMESTER HOURS**

**Guiding Principles (DEPOSITS)**

**(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)**

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

**InTASC Model Core Teacher Standards**

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

*\*Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from*

[http://www.ccsso.org/Documents/2013/2013\\_INTASC\\_Learning\\_Progressions\\_for\\_Teachers.pdf](http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf)

### **COURSE DESCRIPTION**

Identification and implementation of management and instructional strategies that have demonstrated effectiveness. Through applied projects focused on K-12 student learning, students will demonstrate the ability to evaluate intervention efficacy.

### **REQUIRED TEXTBOOKS / RESOURCE MATERIALS**

Salend, S.J. (2011). *Creating Inclusive Classrooms Effective and Reflective Practices*. Boston, MA: Pearson.

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

### **CEC/CED Initial Knowledge and Skills Sets for Individuals who are Deaf or Hard of Hearing**

#### Standard 3 Individual Learning Differences

Knowledge	
ICC3K1	Effects an exceptional condition(s) can have on an individual's life
ICC3K2	Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development
ICC3K5	Differing ways of learning of individuals with exceptional learning needs, including those from culturally diverse backgrounds and strategies for addressing these differences
D&HH3K1	Influence of experience and educational placement on all developmental domains

#### Standard 4 Instructional Strategies

Knowledge	
ICC4K1	Evidence-based practices validated for specific characteristics of learners and settings
D&HH4K1	Visual tools and organizers that support content mastery and retention by individuals who are deaf or hard of hearing
Skills	
ICC4S1	Use strategies to facilitate integration into various settings

ICC4S2	Teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs
ICC4S3	Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs
ICC4S4	Use strategies to facilitate maintenance and generalization of skills across learning environments

Standard 5 Learning Environments/Social Interactions

Knowledge	
ICC5K1	Demands of learning environments
ICC5K2	Basic classroom management theories and strategies for individuals with exceptional learning needs
ICC5K3	Effective management of teaching and learning
ICC5K4	Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs
ICC5K5	Social skills needed for educational and other environments
ICC5K6	Strategies for crisis prevention and intervention
ICC5K7	Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world
ICC5K9	Ways specific cultures are negatively stereotyped
ICC5K10	Strategies used by diverse populations to cope with a legacy of former and continuing racism
D&HH5K1	Influence of family communication and culture on all developmental domains
Skills	
ICC5S1	Create a safe, equitable, positive, and supportive learning environment in which diversities are valued
ICC5S2	Identify realistic expectations for personal and social behavior in various settings
ICC5S3	Identify supports needed for integration into various program placements
ICC5S4	Design learning environments that encourage active participation in individual and group activities
ICC5S5	Modify the learning environment to manage behaviors
ICC5S6	Use performance data and information from all stakeholders to make or suggest modifications in learning environments
ICC5S7	Establish and maintain rapport with individuals with and without exceptional learning needs
ICC5S8	Teach self-advocacy
ICC5S9	Create an environment that encourages self-advocacy and increased independence
ICC5S10	Use effective and varied behavior management strategies
ICC5S11	Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs
ICC5S12	Design and manage daily routines
ICC5S13	Organize, develop, and sustain learning environments that support positive intra-cultural and intercultural experiences

Standard 7 Instructional Planning

Knowledge	
ICC7K1	Theories and research that form the basis of curriculum development and instructional practice
ICC7K2	Scope and sequences of general and special curricula
ICC7S5	Use task analysis
ICC7S6	Sequence, implement, and evaluate individualized learning objectives
ICC7S8	Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences
ICC7S9	Incorporate and implement instructional and assistive technology into the educational program
ICC7S10	Prepare lesson plans
ICC7S11	Prepare and organize materials to implement daily lesson plans
ICC7S12	Use instructional time effectively
ICC7S13	Make responsive adjustments to instruction based on continual observations
ICC7S14	Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions

Standard 8 Assessment

ICC8S2	Administer nonbiased formal and informal assessments
ICC8S8	Evaluate instruction and monitor progress of individuals with exceptional learning needs

**COURSE OBJECTIVES** (*Show alignment to InTASC Model Core Teacher Standards for all educator preparation courses*).

The student will:

Components of Differentiated Instruction

**DOMAIN I: PLANNING FOR DIFFERENTIATED INSTRUCTION & ASSESSMENT**

The teacher candidate uses knowledge of curriculum, learner differences, and ongoing assessment data to plan for student access to same essential content (**InTASC Standards 2, 4, 6, 7**) (**CEC/CED Standard 3, ICC3K1, ICC3K2, ICC3K5, D&HH3K1; Standard 7, ICC7K1, ICC7K2, ICC7S5, ICC7S6, ICC7S8, ICC7S9, ICC7S10, ICC7S11, ICC7S12, ICC7S13, ICC7S14**).

- Uses information about student interests to provide motivation for learning tasks.
- Considers students' preferred learning styles or intelligences.
- Incorporates pre/post testing to determine objectives for instruction.
- Utilizes ongoing assessment data to plan differentiated learning experiences

**DOMAIN II: PROVIDING DIFFERENTIATED INSTRUCTION & ASSESSMENT (InTASC Standards 6, 7, 8 ) (CEC/CED Standard 4, ICC4K1, D&HH4K1, ICC4S1, ICC4S2, Standard 7, ICC7K1, ICC7K2, ICC7S5, ICC7S6, ICC7S8, ICC7S9, ICC7S10, ICC7S11, ICC7S12, ICC7S13, ICC7S14, Standard 8, ICC8S2, ICC8S8).**

- Assists students in making connections between the essential content and their lives and interests.
- Provides scaffold assistance in response to the learner's level of performance.
- Offers interactive and collaborative learning experiences.

- Provides for flexible grouping.
- Uses and integrates technology to differentiate instruction.
- Presents meaningful tasks that are respectful of student differences, challenging, and engaging for all students.
- Varies and adjusts complexity of tasks.
- Offers student choices about topics to study and ways to work.
- Provides differentiated assessment options to demonstrate student learning
- Offers various modes of expression for student assessment.
- Provides rubric assessments linked to outcomes.
- Offers flexible, “real world” assessment options.

### **DOMAIN III: IMPACTING STUDENT LEARNING**

The teacher candidate uses systematic formal/informal assessment as an ongoing diagnostic activity to measure student growth and to guide, differentiate, and adjust instruction (**InTASC Standard 6**) (**CEC/CED Standard 5, ICC5K1, ICC5K2, ICC5K3, ICC5K4, ICC5K5, ICC5K6, ICC5K7, ICC5K9, ICC5K10, D&HH5K1, ICC5S1, ICC5S2, ICC5S3, ICC5S4, ICC5S5, ICC5S6, ICC5S7, ICC5S8, ICC5S9, ICC5S10, ICC5S11, ICC5S12, ICC5S13**).

- Collects formative and summative assessment data about student learning.
- Organizes data into meaningful structures.
- Interprets the data.
- Reflects on status of learner in light of data.
- Plans and adjusts learning tasks based on assessment data.
- Gives constructive, positive feedback that is specific and timely to promote student improvement, growth, and independence.

### **Components of Classroom Management**

The teacher candidate uses a variety of management strategies to positively affect student learning. (InTASC Standards 1, 3, 8)

- Organizes the environment to facilitate learning
- Schedules activities to enhance differentiated instruction
- Plans and adjusts strategies to transition to and from activities and environments
- Uses different teaching formats effectively to facilitate different types and rates of learning
- Collects and interprets data on the impact of management strategies on children’s learning
- Plans for effective behavior management, including use of specific praise, contingent reinforcement, and consistency
- Recognizes and plans for differences in diversity in management

### **COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

Students will:

- Complete all chapter readings (CO 1-9)
- **Complete a literature review on best practices in differentiated instruction.** The purpose of a literature review is to see what research has been done on a specific topic. A lit. review is the first step when we write an article for publication or become involved in a research project. The purpose of the literature review is to determine what has been done in the field, and what the research shows. In this case your task is to conduct a literature review on differentiated instruction, particularly with D/HH students.

What has been done in the field? What type of research has been conducted with respect to differentiating instruction for D/HH students? Once you locate your research articles that relate to this field, you will write a literature review whereby you discuss the types of research that has been done (ex: how teachers differentiate science lessons for d/hh students) citing what the research says. TODs

differentiate instruction every time we make modifications to a lesson based on the student's IEP goals. When we are teaching in a residential setting or have two or more students in a resource room we are differentiating instruction based on the student's IEP goals. Think of the content area you are teaching -- if you do not find articles specifically related to D/HH look for articles on differentiated instruction within your content area and discuss how that research can be adapted for D/HH students. There is a large body of research on differentiation in the professional literature today -- however, there might not be that many with our population. If that is the case - focus on the content area you are teaching and write your paper with respect to how the research can be applied or modified to meet the population you are teaching. Be sure and include a list of all of your citations at the end of your paper. (CO 1-9)

- **Submit the Chart:** Differentiating Instruction for Students who are Deaf or Hard of Hearing (CO1-9)
- **Submit the Chart:** Differentiating Instruction in the Content Areas Across Grade Bands (Note: this assignment will be submitted in three parts: Elementary, Middle, Secondary; each part is worth 100 points) (CO 1-9)
- **Submit a research paper on how to create a safe environment** for all students to learn. Within this paper address: how to capitalize on diversity in the classroom, how to prevent bullying, and how to foster acceptance of all students. (CO1-9).
- **Submit a reflective paper on the pros and cons of differentiated instruction**
- **Post responses to questions posted on the Discussion Board**

#### **COURSE EVALUATION**

- 200 Points Literature review: Best Practices in Differentiating Instruction Across the Curriculum
- 100 Points Research Paper: Creating a Safe Environment for All Students to Learn
- 200 Points Chart: Differentiating Instruction for Students who are Deaf or Hard of Hearing
- 300 Points Chart: Differentiating Instruction in the Content Areas Across Grade Bands
- 50 Points Discussion Board Postings (CO 1-9)
- 75 Points Reflective Paper – Your philosophy of the Pros and Cons of Differentiated Instruction (CO 1-9)

**925 Points** – Maximum Total Points Possible

#### **FINAL GRADING SCALE**

93% – 100%	A
83% – 92%	B
73% - 82%	C
63% - 72%	D
Below 63%	F

#### **ATTENDANCE POLICY**

1. Regular attendance at all scheduled chat rooms is expected. Participation in class activities has an impact on your grade. Two unexcused absences during the on-ground (or distance accessed) classes will result a grade of F. Arriving later than 10 minutes or leaving earlier than 10 minutes will be recorded as an “incident of tardiness”. Two incidents of tardiness constitute one absence. Make up quizzes/exams will only be provided in the following special circumstances:
  - a. Death or serious illness of immediate family member

- b. Doctor's verification of accident, illness, or hospitalization
  - c. Natural disaster
2. Participation in discussion board activities has an impact on your grade. Fewer than 6 substantive postings per week will result in the final grade being lowered by one letter.
3. Failure to read assigned materials before class and/or failure to participate in discussion due to this will adversely affect your grade. Participation is an essential element of this course.
4. You are responsible for **all** activities. Assignments are due on due dates.
5. If you experience any problem in this course, please make an appointment with the instructor to discuss solutions.

## **PROFESSIONALISM**

The following areas describe the professional expectations for all preservice students in the Department of Middle, Secondary, Reading, and Deaf Education.

### *Professionalism - Ethics*

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at <http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>).

Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a student's actions or attitudes are judged to be less than professional appropriate remedial action will be taken. You will participate in the Code of Ethics training conducted at Lowndes Middle School during the first week of the semester.

### *Professionalism – Dress code*

In this course, classes are held in public schools. Professional dress code is required.

### *Professionalism - Communication*

Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Those individuals whose communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus.

### *Professionalism - Assignments*

All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted.

### *Professionalism - Diversity*

Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

### *Professionalism - Technology*

As part of our conceptual framework, the College of Education is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses.

#### *Professional Improvement Plan*

The purpose of the Professional Improvement Plan (PIP) process is for faculty to identify students who may need remediation or intervention to successfully complete the professional requirements for their program of study. For more information see the [Professional Improvement Plan Process](http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php) on the COEHS website.

### **DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM**

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

### **DEPARTMENT OF MIDDLE, SECONDARY, READING, AND DEAF EDUCATION**

#### **STATEMENT ON ACADEMIC INTEGRITY**

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The [Code of Ethics for Educators](http://www.nea.org/home/30442.htm) at <http://www.nea.org/home/30442.htm>). Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Future teachers should conduct themselves with the professionalism that is required of practicing teachers.

- In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.
- All assignments should be your own original work, not group work. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of publication or retrieval date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.

#### **DESCRIPTION OF ACADEMIC DISHONESTY**

To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone’s words as their own, there are many types of plagiarism.

- **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism. **Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.**
- **Use of Professional Resources Without Acknowledgement.** Students may not use published professional resources, including lesson plans, learning activities, or PowerPoint presentations, without citing the source.
- **Misquoting:** If, when composing an assignment, students directly quote a source and cite it, but alter the author’s words to strengthen their argument, they have committed plagiarism.
- **Paraphrasing or Summarizing Without Citing:** An allowable practice in academia is for students to take an author’s words, change the words (without changing the meaning) so that it better fits their



narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author's words, students *must* cite that original source. If they do not cite the original source, they have effectively stolen the original author's idea and have committed plagiarism.

- **Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. The instructors in the Master's Degree Program in Curriculum and Instruction do *not* allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.
- **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student's express consent or knowledge.

**Note: Assignments in this course may be checked electronically for plagiarism.**

By taking this course, you agree that all required course work may be subject to submission for textual similarity review within BlazeVIEW and GOML. For more information on the use of Turnitin at VSU see [Turnitin for Students](http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.php) (<http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.php>).

### **ACCESSIBILITY STATEMENT**

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: [access@valdosta.edu](mailto:access@valdosta.edu).

### **STUDENT OPINION OF INSTRUCTION**

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.