



Course Description

EEX4294 | Differentiated Instruction in Mixed-Ability Classrooms | 3.00 credits

The student will learn the educational neuro scientific basis for providing differentiated instruction in mixed-ability classrooms. The student will utilize research based instructional and assessment strategies to create differentiated instruction to meet the needs of all learners in P-12 classrooms.

Course Competencies

Competency 1: The student will demonstrate knowledge of assessment and evaluation by:

1. Differentiating assessment strategies and procedures in P-12 settings
2. Evaluating the factors that influence disproportionate representation of students from diverse cultural, linguistic, and socioeconomic backgrounds in programs for students with disabilities
3. Implementing reliable and valid progress-monitoring methods for assessing individual student progress

Competency 2: The student will plan differentiated instruction for students in mixed-ability classrooms by:

1. Utilizing instructional and interpersonal practices that encourage innovation and create a positive learning environment
2. Developing instructional practices that address students' learning needs by incorporating various learning strategies and specialized materials to create a supportive instructional environment
3. Assessing materials, curricula, and resources for students
4. Examining models of support that provide assistance with general education curricula
5. Evaluating scientifically-based research, including educational neuroscience, related to instructional practices
6. Selecting relevant general education and alternate standards along with curricula appropriate for the student's age, instructional needs, and functional performance across settings
7. Differentiating instruction based on the student's abilities, instructional needs, interests, and backgrounds.
8. Differentiating instruction based on the student's reading data
9. Differentiating, accommodating, and modifying assessment, instruction, and materials to meet individual student needs
10. Analyzing educational activities that support accommodations and modifications that allow students to participate in a meaningful way
11. Analyzing assessment and performance data to identify a student's environmental needs and instructional levels
12. Analyzing assessment and performance data to select appropriate specialized techniques and learning strategies
13. Developing alternative assessment strategies and procedures
14. Organizing students in collaborative and cooperative learning opportunities

Competency 3: The student will utilize research-based instructional practices in exceptional student education by:

1. Analyzing assessment data to identify a student's educational needs and instructional levels.
2. Implementing instructional strategies for acquisition, generalization, and maintenance of skills across school, home, work, and community settings
3. Differentiating relevant general education, alternate standards, and curricula appropriate for a student's age, instructional needs, and functional performance across settings
4. Designing methods for differentiating, accommodating, and modifying assessment, instruction, and materials in order to meet individual student needs
5. Selecting effective instructional methods for integrating reading, writing, speaking, listening, viewing, researching, and presenting across the curricula
6. Implementing instructional strategies that help students comprehend and apply knowledge of

informational text structure and text features

7. Incorporating effective instructional methods and supports for teaching mathematics and integrating mathematics across the curricula

Competency 4: The student will utilize research-based best practices in standards-based ESOL and content instruction by:

1. Selecting methods to improve English Language Learners (ELLs') English listening and speaking skills for a variety of academic and social purposes
2. Applying appropriate standards-based writing instruction for ELLs at varying English proficiency levels
3. Selecting instructional methods, activities, tasks, and assignments that develop authentic uses of English language and literacy to assist ELLs in learning academic language and content-area material
4. Selecting instruction that effectively integrates listening, speaking, reading, and writing for ELLs at varying English proficiency levels
5. Adapting curricular materials and modifying instruction according to an ELL's level of English proficiency and prior knowledge

Learning Outcomes:

- Solve problems using critical and creative thinking and scientific reasoning
- Formulate strategies to locate, evaluate, and apply information
- Create strategies that can be used to fulfill personal, civic, and social responsibilities