Wayne State University
College of Education
Course syllabus

DIVISION: Teacher Education
PROGRAM AREA: Reading Language and Literature
COURSE: 6802
TITLE: Assessment and Differentiated Instruction for Diverse Learners: 6-12
SECTION: 001
CRN: 22806
COURSE CREDIT: 3
TERM/YEAR: Winter, 2015
TIME: Wednesday, 5:00 – 7:45
LOCATION: Manoogian, Room 120
Instructor: Matthew W. Blount, Jr., Ed. D.
Office Hours: For appointment call (313)715-0002
E-Mail ak1391@wayne.edu

COURSE DESCRIPTION
Assessment of literacy competencies of diverse learners and use of assessments to plan and carry out differentiated instruction grades 6-12. This class has a field component in which things learned in this class will be implemented with students and evaluated. The course content meets the Michigan State school code PA 118.

COURSE OBJECTIVES:

1. Students will demonstrate an understanding of things that affect reading such as:
   a. literacy processes including language factors such as phonemic awareness, phonics, vocabulary,
   b. factors that affect literacy processes such as environmental (language and sociocultural differences), psychological (cognitive, attitudinal, emotional functions) and physiological (vision, hearing, neurological)

2. Students will demonstrate an understanding of assessment by:
   a. employing a variety of means to assess diverse learner’s knowledge of English Language use, oral language ability, visual/auditory discrimination, and reading and writing (phonological and word study, fluency, vocabulary, spelling,, comprehension, and motivation),
   b. analyzing, interpreting, and summarizing the results of the evaluation assessments used.

3. Students will demonstrate an understanding of instruction by using assessment data to design and carry out instruction that:
   a. facilitates the language and content development of diverse learners,
   b. accommodates the linguistic, developmental and cultural differences of all students,
   c. integrates the language arts and other curriculum areas and forms of expression.

Students will demonstrate their ability to evaluate their teaching. They will reflect on their own teaching including evaluating lessons taught and discussing revisions that will make instruction
REQUIRED TEXTS:
Unrau, Norman (second edition) Content Area Reading and Writing Fostering Literacies in Middle and High School Cultures. New York Pearson.


ADDITIONAL REFERENCES:
Strickland, K. (2005). What’s after Assessment? Heinemann: Portsmouth, NH.-
COURSE ASSIGNMENTS

1.) Weekly we will have one of the following activities:

FISHBOWL / DISCUSSION / Response to Readings:

You will be assigned to a group to discuss and respond to chapter readings in CARAW. At the beginning of most class sessions the 15-20 minutes will be devoted to discussing a question or issue that was addressed in the chapter. The groups will then share their discussions with the entire class. In order to get full group credit, all members (MUST be present for the entire discussion/ preparation time.).

QUICK WRITE

Individually write about a key concept or topic from chapter readings in CARAW.

Fishbowl / Quick Write Rubric

<table>
<thead>
<tr>
<th>Outstanding =3</th>
<th>Good =2</th>
<th>Fair =1</th>
<th>Unacceptable =0</th>
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</thead>
<tbody>
<tr>
<td>Clearly addresses question/s and related reading</td>
<td>Addressed question/s with sufficient information related to question/s &amp; assigned reading.</td>
<td>Addressed question/s with a deal of information that is not clearly connected to question/s or assigned reading.</td>
<td>Did not address question/s or assigned reading content.</td>
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<tr>
<td>Points were clearly made and presented evidence to support question/s &amp; assigned reading.</td>
<td>Made many good points but there is a little uneven balance and little variation.</td>
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<tr>
<td>Is able to bring other connections such as current issues-other researched articles-items etc.</td>
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15 pts. maximum

2.) SHARE: Strategic Hands-on Activities that are Resourceful and Effective

We all can learn from each other. Think about an idea, strategy, organizational tool, management techniques etc. that you have used that has proven successful for you and a positive learning experience for your students. A form will be distributed and you will sign up for a particular date. You may or my not get your preferred date based on the number of people wishing to present. Presentation will be limited to 2 to 3 per class. You must do at least 3 peer critiques as a part of your classroom discussion grade. **10 Pts. maximum.**

3.) CASE STUDY A – B - C

To fulfill the requirements put in place by the Michigan Legislature, this course requires field experiences that involve both assessment and differentiated instruction. Therefore you will be involved in creating assessments that might be useful in your content classroom, and in the planning, carrying out, and reflecting on instruction based on those assessments. You will select one student in your classroom (if you are currently teaching) or one student that you will tutor
during this course (if you are not currently teaching) for your case study. Your case study will involve assessing the student, planning and implementing instruction based on the assessment and evaluation data. You should plan to spend approximately 15-20 hours working with your case study student.

A. Initial Assessments

You are to give students the following assessments.

1. Interest Inventories
2. Vocabulary Pre-test P 96 158-160
3. Content Informal Reading Inventory p.113-134
4. Metacomprehension Skills Inventory (MSI) p 132-134
5. Content Cloze P141-143

Reflection on Assessments
After the five assessments have been given you will determine the readability of the passage using the Fry formula. Then you will develop a report that discusses what you learned about your students from each of the assessments and that compares the five assessments with each other and with what you learned from the readability.

B. You are to write an Instructional Plan using the results of the above assessment data and interpret the results by identifying student’s strengths and challenges and identify needs you can and will address in your three (3) lessons over time. See examples and rubric in content section of Blackboard.

B. Initial Report Format:

Title Page
Include your name, date, and the name of the student (Pseudonym)

Introductory Paragraph
Identify the student (Use pseudonym), age, grade level and gender.

Reason for Selection
Present your rationale for selecting this student for your case study.

Assessment Results
Discuss each assessment in turn, presenting scores and observations. Summarize main strengths/weaknesses identified by each assessment. Report specific observations and scores and avoid evaluative statements such as “She is a good reader” or “He did well on the questions”.

Interpretations
Provide your interpretations of what the assessments tell you about your student. Be sure to base your interpretations on the assessments and to refer to those assessments. Your interpretations should consider information from multiple assessments.

Summary of Strengths/Needs
Summarize the major strengths/needs that the totality of assessments reveals. This can be a list. These needs must be based on the assessments.

Recommendations
Identify the specific areas that you will focus on for at least three lessons that you will plan for this child and tell why you have selected these areas.

Please look at the rubric and examples for the Initial Report and Plan posted under "Course Documents"Found in content on Blackboard

30 pts. maximum.
C. Instructional Lesson Plans & Reflections

You will plan a minimum of three regular lessons designed to accommodate the needs of your case study in your classroom (or the case study student you are tutoring). These lessons will be based on the assessments you have given and identified student needs. Each lesson should be planned for your entire class (if you are teaching in a classroom) but should include strategies, assignments, material, and/or activities designed to address the needs of your case study student.

Lesson Plans must include:
1. Goal/s
2. Objectives
3. Rationale / important points to meet individual needs (based on assessment data)
4. Common Core Standards
5. Materials
6. Guided Practice
7. Independent Practice
8. Summary/Evaluation
   (Evaluation of students as well as your lesson)

Reflections on Lessons = After teaching each lesson, you will write a reflection doubled-spaced, twelve font that will include a description of what you did. Lessons often do not go as planned. Here you will describe what occurred during the lesson. It is not enough to say that your lesson went as planned. You must describe what you said and did during the lesson.

Observations of student response to the accommodations in your lesson
You are to write specific observations of your students. That means that you describe specific things that your students said and did during the lesson, especially your case study student.

Discussion of your own teaching
Tell what worked and what did not, what you think you might change and/or continue to do. Here you focus on yourself as a teacher. Identify what you did that made the lesson successful and/or what you did that could have been done differently or what you did not do that you wished you had done. Consider the material you chose to use and its impact on the lesson. Consider your delivery of the lesson and anything else that impacted this lesson.

You will implement the planned lessons in your classroom/with your case study student. During your teaching you must keep a good eye on your case study student. You should take brief notes to help you remember what s/he says and does. You might find it helpful to tape record the session as it is difficult to take notes during instruction.

The following format will help you understand what is expected in the lesson plan and report. You will turn in the original lesson plan and the reports/Reflections for each separate lesson on the date due.
Rubric and examples found in content on Blackboard. 30 pts. maximum
You will look back over your case study and what you have learned this semester and write a reflection that considers the changes you made in your instruction. This reflection should be 2-3 pages, double spaced, in 12 point font with 1 inch margin.

Your reflection should consider:

a. the changes you made in your instruction-consider what you learned about your case study student, what you learned about the role of literacy in your classroom, what you have learned from the lessons that your tried. What were these changes? What did you learn about your students?

b. whether the changes (i.e. the lessons) were effective- were these lessons effective? What indicated to you that they were or were not effective? What made them effective or contributed to not being effective?

c. what you might continue to do or not do in the future and why or why not?

Rubric and examples found in content on Blackboard. 15 pts. Maximum.

Class Policies
This is an intense seminar class with a good amount of required reading, writing and participation. It is essential that you attend all class sessions, be on time and actively participate. If you miss more than two classes you will loose ½ a letter grade for each unexcused absence. If extenuating circumstances cause you to miss more than two classes, please discuss this with me as soon as possible and preferably before you miss class. As a teacher, you are working with students, colleagues and the community or are preparing to work with students, colleagues and the community. It is expected that you will conduct yourself in a professional, responsible and courteous manner at all times;

Attendance
If you are not in class, you will not have the opportunity to make up class projects and discussions, so it is important that you attend all class sessions. If absent, it is your responsibility to have a classmate gather handouts for you.

NO E-MAILS ACCEPTED!

Professional Commitment (preparation, participation, and disposition):
This course has been designed on the belief that learning occurs best with the support of others. Active participation and discussion are vital features of a community of learners. The class will benefit collectively and as individuals if each member:

a. Actively participates in discussion;

b. Is willing and able to discuss the session’s assignments;

c. Has an open mind to the ideas and perspectives of others;

d. Is willing to share knowledge and ideas;

Academic Dishonesty/Plagiarism
The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. (See Student Code of Conduct http://dos.o.wayne.edu/assets/student-code-of-conduct-brochure.pdf). Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended Specific examples of academic dishonesty including what constitutes plagiarism, can be found in the University’s Undergraduate bulletin and Graduate Catalog under the heading Student Ethics.” These university policies are also included as a link on Blackboard within each course in which students are enrolled. It is every student’s responsibility to read these documents to be aware which actions are defined as plagiarism and academic dishonesty. Sanctions could include failure in the course involved, probation and
expulsion, so students are advised to think carefully and thoroughly, ask for help from instructors if it is needed and make smart decisions about their academic work.

Your final grade will be determined by your grades on assignments and class participation.

<table>
<thead>
<tr>
<th>Maximum</th>
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<tbody>
<tr>
<td>Fishbowl /Quick Write and class discussions</td>
<td>15 pts</td>
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<tr>
<td>Assessments Initial Report and Instructional Plan</td>
<td>30 pts</td>
</tr>
<tr>
<td>Lesson Plans and Report/Reflections</td>
<td>30 pts (3)</td>
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<tr>
<td>Final Reflection</td>
<td>15 pts</td>
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<tr>
<td>SHARE</td>
<td>10 pts</td>
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<tr>
<td>Total Pts</td>
<td>100</td>
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100 -95=A  
94-90=A-  
89-87=B+  
86-83=B  
82-80=B-  
79-77=C+  
76-73=C  

We will be piloting use of Blackboard Collaborate this semester. TBA as semester progresses.

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Time</th>
<th>Homework Assignments</th>
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<tbody>
<tr>
<td>1/14</td>
<td>Introductions</td>
<td>1. Bring a Name Tent that reflects your personality.</td>
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<tr>
<td></td>
<td>Course Overview</td>
<td>2. Fill out form and attach a copy of your photo</td>
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<td></td>
<td>Syllabus &quot;Walk Thru&quot;</td>
<td>3. How can teachers use the results of assessments to plan instruction?</td>
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<tr>
<td>1/21</td>
<td>Fishbowl Activity</td>
<td>1. READ Chapter 1 Content Area Reading and Writing</td>
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<td>Homework Review</td>
<td>2. Select Case Study Students</td>
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<td>3. Topic for SHARE due.</td>
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<td>4. Administer Interest Inventories/Interviews Handouts and or one you have developed</td>
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<td>1/28</td>
<td>Homework Review</td>
<td>1. Read Chapter 2 (CARAW)</td>
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<td>SHARE</td>
<td>2. Administer Vocabulary Pre Test p.96</td>
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<tr>
<td>2/4</td>
<td>Interest Inventories</td>
<td>1. Read MMA Chapters 3 and 4 (CARAW)</td>
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<td></td>
<td>Homework Review</td>
<td>2. Administer Metacomprehension Skill Inventory Pgs. 132-134</td>
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<td>SHARE</td>
<td>1. Read Chap.5(CARAW)</td>
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<td>2. Administer CIRI pgs 113-134</td>
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<tr>
<td>2/11</td>
<td>Fishbowl Activity</td>
<td>1. READ Chap.5(CARAW)</td>
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<td>Homework Review</td>
<td>2. Administer CIRI pgs 113-134</td>
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<tr>
<td>2/18</td>
<td>Homework Review</td>
<td>Read Chap. 6(CARAW) Administer Content Cloze you have developed in your content area.</td>
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<tr>
<td>2/25</td>
<td>Fishbowl Activity</td>
<td>Reflections on Assessments administered</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Task/Assignment</td>
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<tr>
<td>3/4</td>
<td>Initial Report Due</td>
<td>Initial Report Discussions</td>
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<td>Read Chap .7 (CARAW)</td>
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<td>3/11</td>
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<td>Independent Study Day</td>
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<td>1st Lesson Plan and Reflection due 3/25</td>
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<td>3/18</td>
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<td>SPRING BREAK 3/18</td>
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<tr>
<td>3/25</td>
<td>Lesson Plan #1 &amp; Reflection</td>
<td>Homework Review</td>
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<td>Lesson Plan Sharing</td>
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<td>SHARE</td>
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<tr>
<td>4/1</td>
<td>Lesson Plan #2 &amp; Reflection</td>
<td>Fishbowl Activity</td>
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<td></td>
<td></td>
<td>Lesson Plan Sharing</td>
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<td>Homework Review</td>
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<td>SHARE</td>
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<tr>
<td>4/8</td>
<td></td>
<td>Homework Review</td>
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<td>SHARE</td>
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<tr>
<td>4/15</td>
<td>Lesson Plan #3 &amp; Reflection</td>
<td>Fishbowl Activity</td>
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<td></td>
<td></td>
<td>Homework Review</td>
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<tr>
<td></td>
<td></td>
<td>Lesson Plan Sharing</td>
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<tr>
<td></td>
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<td>SHARE</td>
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<tr>
<td>4/22</td>
<td></td>
<td>Final Reflection Paper</td>
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<tr>
<td></td>
<td></td>
<td>due 4/22</td>
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<tr>
<td>4/29</td>
<td>Final Reflections</td>
<td>Sharing of Final Reflections</td>
</tr>
</tbody>
</table>

**Syllabus Subject to Change at Instructors Desecration using Blackboard Collaborate**

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Your final grade will be determined by your grades on assignments and class participation. Maximums:

- Fishbowl / Quick Write and class discussions: **15 pts**
- Assessments Initial Report and Instructional Plan: **30 pts**
- Lesson Plans and Report/Reflections: **30 pts (3)**
- Final Reflection SHARE: **15 pts**
- **Total Pts 100**
Enrollment/Withdrawal Policy

Students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.

Students who withdraw from a course after the end of the 5th week of class will receive a grade of WP, WF, or WN.

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved.

Beginning the fifth week of class students are no longer allowed to drop but must withdraw from classes. The last day to withdraw will be at the end of the 10th full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately.

See the university webpage for full details: http://reg.wayne.edu/students/information.php

Attention Students with Disabilities:

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-202-4216 (video phone). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.
Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

**Religious Observance Policy:**

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

Wayne State University Writing Center:

The Writing Center (2nd floor, UGL) provides individual tutoring consultations free of charge for students at Wayne State University. While the center serves both graduate and undergraduate students, undergraduate students in General Education courses, including composition courses, receive priority for tutoring appointments. The Writing Center serves as a resource for writers, providing tutoring sessions on the range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The Writing Center is **not** an editing or proofreading service; rather, students are guided as they engage collaboratively in the process of academic writing, from developing an idea to correctly citing sources. To make an appointment, consult the Writing Center website: [http://www.clas.wayne.edu/writing/](http://www.clas.wayne.edu/writing/).

To submit material for online tutoring, consult the Writing Center HOOT website (Hypertext One-on-One Tutoring) [http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330](http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330).