Course Number: ECE 903
Course Title: Differentiated Instruction for Young Children

Independent Study Online Course Syllabus

X Online  □ Distance Learning

Instructor: Dianne Young & Carol Gossett
Phone number: 559-734-7781
Email: mdy@fpu.edu

Units: 3
Grade Level: PK-TK-K

Course Description
Discover how to meet the needs of all children in your classroom by implementing a differentiated curriculum. Include teaching strategies in all curricular areas to meet the diverse needs of all students including English Learners, special needs students, academically challenged students, gate students and multicultural students in the Preschool/Transitional Kindergarten classroom. Use the Guiding Documents to design lesson plans that align with Foundations and Standards. Explore current research for differentiating curriculum and universal design of curriculum in early childhood classrooms.

Required texts and course materials
Students will have access to required texts under Guiding Documents. Selected Internet resources as assigned during class sessions.

Course Dates:
Self-paced; students may enroll at any time and take up to one year to complete assignments.

You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

Student Learning Objectives (SLOs)

<table>
<thead>
<tr>
<th>Student Learning Outcomes in this course</th>
<th>Standards Addressed *</th>
<th>CE program SLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student will be able to:</td>
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<tr>
<td>1. Students will identify, reflect on,</td>
<td>NBPTS 5, NCATE 1,</td>
<td>CE 4,</td>
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<tr>
<td>and apply Preschool Standards, Common</td>
<td>NAEYC 5 &amp; 6,</td>
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<tr>
<td>Core Standards,</td>
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Date of Revision 6/15/16

To register for courses go to http://ce.fresno.edu/cpd and log in
NCATE Standards, NAEYC Standards.

2. Students will demonstrate the importance of developing a curriculum that addresses the needs of all children.  
   | NBPTS 1 & 3, NCATE 4, NAEYC 1 & 2 & 4 | CE 2, CE 5, CE6 |

3. Students will apply critical thinking skills and create opportunities for their classroom students to apply critical thinking skills.  
   | NBPTS 1, NBPTS 4, NAEYC 1 | CE 4, CE 6 |

4. Students will reflect on their teaching.  
   | NBPTS 3, NBPTS 4, NAEYC 5 | CE 1, CE 2, CE 3 |

Standards Addressed in This Course:

- [http://corestandards.org](http://corestandards.org) - Common Core State Standards
- [www.nbpts.org](http://www.nbpts.org) NBPTS 1 National Teaching Standards, Five Core Propositions
- [http://www.cde.ca.gov/sp/se/cc/](http://www.cde.ca.gov/sp/se/cc/) - CA CCSS Special Education
- [http://www.cde.ca.gov/sp/gt/re/](http://www.cde.ca.gov/sp/gt/re/) - CA CCSS GATE

Topics, Assignments and Activities

| Topic 1 – Exploring Differentiated Curriculum and Universal Design | Assignment 1.1 Reading Assignment  
| Assignment 1.2 Who are your Students?  
| Assignment 1.3 Assessing the Environment  
| Assignment 1.4 Journal Reflection  
| Choice  
| Instructor/Student Contact |

| Topic 2 – Differentiating Curriculum to include all children | Assignment 2.1 Reading and Reflection  
| Assignment 2.2 Scoring the Lesson Plan  
| Assignment 2.3 FORUM: Scoring Rubric Results  
| Assignment 2.4 Journal Reflection  
| Choice  
| Instructor/Student Contact |

| Topic 3 – Creating an accepting Classroom | Assignment 3.1 Reading and Reflection  
| Assignment 3.2 Starting Small Teaching Tolerance  
| Assignment 3.3 FORUM: Starting Small  
| Assignment 3.4 Cultural Diversity and Cultural Competency Checklist  
| Assignment 3.5 Journal Reflection  
| Choice  
| Instructor/Student Contact |

| Topic 4 – Differentiation and | Assignment 4.1 Reading and Reflection |

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| Special Needs | Assignment 4.2 Video: They Don’t Come with Manuals
 Assignment 4.3 Journal Reflection Choice
 Instructor/Student Contact |
|---------------|------------------------------------------------------------------|
| **Topic 5 – Differentiating Curriculum for Children in Poverty** | Assignment 5.1 Framework for Understanding Poverty (ppt)
 Assignment 5.2 Video: Hidden Rules
 Assignment 5.3 Article Review
 Assignment 5.4 Journal Reflection: My Mamma Said Choice
 Instructor/Student Contact |
| **Topic 6 – Culminating Project** | Assignment 6.1 Culminating Project
 Assignment 6.2 FORUM: Culminating Project
 Assignment 6.3 Journal Reflection Evaluation Choice
 Instructor/Student Contact |

**Technology Requirements:**
In order to successfully complete the course requirements, course participants will need Internet access, be able to send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet.

Please remember that the instructor is not able to offer technical support. In the event that you need technical support, please contact your Internet Service Provider.

**Moodle:**
This course will be delivered totally online. Moodle is a learning management system that provides students access to online resources, documents, graded assignments, quizzes, discussion forums, etc. with an easy to learn and use interface. To learn more about Moodle go to: [http://docs.moodle.org/en/Student_tutorials](http://docs.moodle.org/en/Student_tutorials). There are some student tutorials on the Center for Online Learning website at Fresno Pacific University – [http://col.fresno.edu/student](http://col.fresno.edu/student).

**Moodle Site Login and passwords – (or other online course access information)**
Students will need to have internet access to log onto [http://ce-connect.fresno.edu](http://ce-connect.fresno.edu). The username and password numbers for Moodle access will be sent to you by the university using the email address you submitted at the time of registration. The instructor will then contact you with a welcome letter and login instructions. If you need help with the username and password recovery please contact the Center for Professional Development at (800)372-5505, or (559)453-2000 during regular office hours - Mon-Fri 8:00 am to:00 5pm.
Getting Help with Moodle:
If you need help with Moodle, please contact the Center for Online Learning (COL), + by telephone 1-559-453-3460. Help by phone is available Mon-Thurs 8:00 am to 8:00pm and on Fridays from 8:00 am to 5:00 pm, or by filling out a “Request Services” form at http://col.fresno.edu/contact/request-services. Please identify that you are with the Continuing Education/Independent Studies department.

Plagiarism and Academic Honesty
All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue. URL http://www.fresno.edu

Grading Policies and Rubrics for Assignments
- Assignments include article critiques, viewing videos and power points, personal reflections, creation of lesson plans, evaluating classroom design and exploring literature for developing social emotional skills.
- Students must earn a minimum of 80% to received credit
- A – 90-100%, B= 80-89%, (anything below 80% will not receive credit.)
- Grading policies:
  - The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted (see assignment rubrics).
  - Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.
  - All assignments must be completed in order to receive a grade. In addition, all assignments are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.
- 4 point Assessing Rubric for each assignment

Writing Requirements included in rubrics
Superior: Writing is clear, succinct, and reflects graduate level expectations.
Standard: Writing is acceptable with very few mistakes in grammar and spelling.
Sub-standard: Writing contains noticeable mistakes in grammar and spelling.
Written assignments and papers need to follow APA formatting (1” margins, Times New Roman font - size 12, double spaced; centered title, student first and last name on paper. Instructors may add additional APA writing requirements as needed.)

Instructor/Student Contact:
Contact will be provided with Journal Reflections included in each Module in Moodle. Those students enrolled in online cohort will meet weekly via Adobe Connect for contact with instructor and other students.

To register for courses go to http://ce.fresno.edu/cpd and log in
Continuing Education Program Student Learning Outcomes:

CE 1. Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.

CE 2. Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.

CE 3. Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.

CE 4. Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.

CE 5. Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.

CE 6. Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

Topics and Activities

<table>
<thead>
<tr>
<th>Topic 1 – Exploring Differentiated Curriculum and Universal Design</th>
<th>Assignment 1.1 Reading Assignment: Differentiating Curriculum and Universal Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read the following articles posted on Moodle. Summarize each article. Apply critical thinking skills by comparing and contrasting the information the articles. How can this information relate to your teaching and classroom application? Minimum 2 full pages. Content 30 Writing 10</td>
<td></td>
</tr>
<tr>
<td>“Differentiated Instruction: A research basis”</td>
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<tr>
<td>“Differentiating Curriculum; Why Bother?”</td>
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</table>
Assignment 1.2 Who are your students?
Take a look at your class roster. What do you know about your students? Categorize the class according to the following areas:

TOTAL NUMBER OF STUDENTS -
Gender –
Home Language -
Ethnicity –
Socio-economic status –
Special Needs –
Cognitive abilities –
Physical abilities -
Primary Caregiver -

How does knowing this information about your students assist in planning for their success in the classroom?
Submit your breakdown along with a minimum one-page narrative.
Content 30
Writing 10

Assignment 1.3 Assessing the Environment
Read the article posted on Moodle. Using the information in Table 1:Principles of Universal Design for Instruction”, compare your classroom setting to the 9 principles listed in the table. Give specific examples for each principle.
Content 30
Writing 10

“Universal Design and Its Application in Educational Environments”

Assignment 1.4 Journal Reflection
Reflect on your classroom curriculum. Are you required to implement a specific curriculum for each content area? How do you connect Common Core Standards and Preschool Learning Foundations or your district/state standards to lesson plans and student learning? If you are not required to follow a specific curriculum, how can you integrate the Common Core and Preschool Learning Foundations?
Content 15
Writing 5

http://conniekamm.com/sg_userfiles/ccss-gate_cde_website.pdf (Gate)
http://www.cde.ca.gov/sp/se/cc/ (Special Needs)
http://www.cde.ca.gov/sp/el/er/eldstandards.asp (English Language)
### Topic 2 – Differentiating Curriculum to Include all Children

<table>
<thead>
<tr>
<th>Assignment 2.1 Reading Assignment and Reflection</th>
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<tbody>
<tr>
<td>Read and reflect on the information in the following articles. Summarize each article. Use critical thinking skills to compare and contrast the information in each.</td>
</tr>
</tbody>
</table>

- “Making It Happen: Using Differentiated Instruction, Retrofit Framework, and Universal Design for Learning”
- “Making Progress in the General Curriculum: Rethinking Effective Instructional Practices”
- “A Teacher’s Guide to Differentiating Instruction”

Minimum 2 full-pages discussion.
Content 30
Writing 10

<table>
<thead>
<tr>
<th>Assignment 2.2 Scoring the Lesson Plan</th>
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<tbody>
<tr>
<td>After reading the article, “Effects of Training in Universal Design for Learning on Lesson Plan Development”, choose one of your current lesson plans and score it according to the Scoring Rubric for Lesson Plans in Table 1. Submit your lesson plan with rubric results to this assignment. Include a minimum 1-page narrative discussing your results and any changes you might make because of the score.</td>
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</table>

Content 15
Writing 5

<table>
<thead>
<tr>
<th>Assignment 2.3 FORUM : Scoring Rubric Results</th>
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<tbody>
<tr>
<td>Submit your rubric and discussion of the results to Forum. Begin a discussion by responding to a minimum 2 other submissions with 2-3 thoughtful and well-developed paragraphs. Share any suggestions you might have. Reply to the people who respond to your initial submission.</td>
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</tbody>
</table>

Posting 5
Response: Content 20 (10 each)
Writing 10 (5 each)
Reply 10
TOTAL POSSIBLE 45 points

<table>
<thead>
<tr>
<th>Assignment 2.4 Journal Reflection</th>
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<tr>
<td>How will you use the information presented in the assignments this week? What is new information and what information reinforces what you already</td>
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| Topic 3 – Creating an Accepting Classroom | Assignment 3.1 Reading And Reflection  
After reading the article, discuss the implications for any changes in your classroom.  
“Where Do We Go from Here? Universal Design as a Model for Multicultural Education”  
Content 15  
Writing 5  
| | Assignment 3.2 Starting Small Teaching Tolerance  
After viewing the video, submit a one-page reflection on how the information in the video can be used to increase the understanding of diversity in the classroom.  
Content 15  
Writing 5  
*mm:streaming.fresno.edu/young/starting_small_teaching_children_tolerance.wmv*  
| | Assignment 3.3 FORUM: Starting Small Teaching Tolerance  
Post your narrative on “Starting Small Teaching Tolerance”.  
Respond to a minimum two other posts discussing their ideas for including diversity in the classroom and comparing them to your ideas in a minimum 2-3 full paragraphs. Begin a conversation by replying to each response thoughtfully in 2-3 fully developed paragraphs.  
Posting 5  
Response: Content 20 possible (10 for each)  
Writing 10 possible (5 for each)  
Reply 10 possible (5 for each)  
TOTAL POSSIBLE POINTS 45  
| | Assignment 3.4 Cultural Diversity and Cultural Competency Checklist  
Complete the "Promoting Cultural Diversity and Cultural Competency Checklist" found on Moodle. In a minimum 2 full-pages, submit a discussion of the results that includes the following:  
a. Summarize your findings.  
b. Give specific examples of how you meet the criteria.
### Assignment 3.5 Journal Reflections
Reflect on the information presented in the assignments. What new techniques and/or strategies can you implement to improve your classroom? How can these changes improve the classroom climate?

<table>
<thead>
<tr>
<th>Content</th>
<th>Writing</th>
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<tbody>
<tr>
<td>15</td>
<td>5</td>
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**Instructor/Student Contact**
Contact weekly via Adobe Connect, email, assignment feedback, etc.

<table>
<thead>
<tr>
<th>Topic 4 – Differentiation and Special Needs</th>
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</thead>
<tbody>
<tr>
<td>Assignment 4.1 Reading and Reflection</td>
</tr>
<tr>
<td>Read the following articles on including special needs students in a differentiated curriculum. Summarize the articles. Compare and contrast the information. Highlight any strategies and techniques that might be implemented in your classroom. Minimum 2 full-pages.</td>
</tr>
<tr>
<td>“The Common Core – Supporting Students with Disabilities”</td>
</tr>
<tr>
<td>“Differentiating Instruction for Disabled Students in the Inclusive Classroom”</td>
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<tr>
<td>“Pedagogy of Inclusion: Integrated Multicultural Instructional Design”</td>
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<tr>
<td>Content</td>
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<td>30</td>
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**Assignment 4.2 Video: They Don’t Come With Manuals**
After viewing the video, submit a minimum one-full-page response. Discuss the main topics/ideas held in the video on family life of those families highlighted in the video.

<table>
<thead>
<tr>
<th>Content</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>5</td>
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</tbody>
</table>

**Assignment 4.3 FORUM Video Reflection**
Post your reflection for “They Don’t Come With Manuals”. Respond to one other person comparing the topics each of you listed thoughtfully in 2-3 fully developed paragraphs. Include ideas of how you can assist these parents/families. Begin a conversation by replying to the person who responds to your posting in 2-3 fully developed paragraphs.

<table>
<thead>
<tr>
<th>Posting</th>
<th>5</th>
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</table>
Response:  Content 10 possible  
Writing 5 possible points
Reply: Conten 10 possible points  
Writing 5 possible points

**Assignment 4.4 Journal Reflection**
Reflect on the information learned from the assignments. What is new learning? What has reinforced what is already being done in the classroom? What changes would you like to make?  
Content 15  
Writing 5

**Instructor/Student Contact**
Contact weekly via Adobe Connect, email, assignment feedback, etc.

<table>
<thead>
<tr>
<th><strong>Topic 5 – Differentiating Curriculum for Children in Poverty</strong></th>
<th><strong>Assignment 5.1 Framework for Understanding Poverty</strong></th>
</tr>
</thead>
</table>
| **View the power point “Framework for Understanding Poverty”.**  
**In a minimum 1 page, reflect on what this information means for your school and your classroom.**  
Content 15  
Writing 5 | **Assignment 5.2 VIDEO: Hidden Rules** |
| **Watch the video “Hidden Rules”. Discuss the strategies shared in the video and how they can be used with ALL children in your classroom in a 1 page submission.**  
Content 15  
Writing 5 | **Assignment 5.3 Article Review** |
| **Choose three of the following articles. Summarize, compare and contrast in a minimum 2-page submission.**  
Content 30  
Writing 10 |  |
| “Nine Powerful Practices”  
“Teaching with Poverty in Mind”  
“Education and Socioeconomic Status” |
“Improving Educational Outcomes for Poor Children”

**Assignment 5.4 Importance of Understanding Parents’ Rules**
How can you include parents when creating a differentiated curriculum? Submit a minimum 2 page paper that includes a minimum two peer reviewed sources that discuss the importance of understanding the ‘hidden rules’ to empower parents and include them in the success of their children in school. What do you need to know to meet the needs of the children in your classroom and their parents?
Content 30
Writing 10

**Assignment 5.5 Journal Reflection: “My Mamma Said”**
Watch the video and reflect on the importance of including parents in the child’s education.
Content 15
Writing 5

**Instructor/Student Contact**
Contact weekly via Adobe Connect, email, assignment feedback, etc.

<table>
<thead>
<tr>
<th>Topic 6 - Culminating Project</th>
<th>Assignment 6.1 Culminating Project: Bringing it All Together</th>
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<td></td>
<td>Using your classroom experience and information gained from this course, create a power point or video that will demonstrate how you currently differentiate curriculum or what changes you have made in your curriculum in order to meet the needs of all children included in categories from Assignment 1.2. Use this as a teaching tool for faculty and staff to show how and why to make changes to implement a differentiated curriculum. Power point must include a minimum of 10 slides in addition to the title slide and resource/reference slide for a minimum total of 12 slides. Video must be a minimum 7 minutes.</td>
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<td>Present your project to an audience of a minimum of 4 people. Create an evaluation tool for the audience to complete following the presentation.</td>
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<td></td>
<td>Submit your power point or video to Moodle along with a summary of the evaluations from your peers.</td>
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<td></td>
<td>Content Power Point/Video 45</td>
</tr>
</tbody>
</table>
Writing 15
Evaluation Summary 15

Assignment 6.2 Forum: Culminating Project
Post your project to Forum. Respond to a minimum 2 other submissions in 2-3 thoughtful and thorough paragraphs. Reply thoughtfully to the persons who responded to you.
Posting 5
Response: Content 20 possible (10 each)
Writing 10 possible (5 each)
Reply 5

Assignment 6.3 Journal Reflection
Reflect on the new learning presented in this course. What has been the most important new learning? What have you implemented in your classroom? What changes did you observe in students as you implemented new strategies?
Content 15
Writing 5

Course Evaluation
Complete the anonymous course evaluation on moodle.

Instructor/Student Contact
Contact weekly via Adobe Connect, email, assignment feedback, etc.

Final Course Grade and Transcripts
When all work for the course has been completed, students will need to logon to the Center for Professional Development website (http://ce.fresno.edu/cpd) to “Submit Grade Form”. Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at http://ce.fresno.edu/cpd - under General Information > CPD Policies.

FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

| Student Learning Outcomes Oral Communication: Students will exhibit clear, engaging, and confident oral communication – in both individual and group settings – and will critically evaluate content and delivery components. |
| Written Communication: Students will demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to |

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inform and persuade others.

**Content Knowledge:** Students will *demonstrate* comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.

**Reflection:** Students will *reflect* on their personal and professional growth and *provide evidence* of how such reflection is utilized to manage personal and vocational improvement.

**Critical Thinking:** Students will *apply* critical thinking competencies by *generating* probing questions, *recognizing* underlying assumptions, *interpreting* and *evaluating* relevant information, and *applying* their understandings to new situations.

**Moral Reasoning:** Students will *identify* and *apply* moral reasoning and ethical decision-making skills, and *articulate* the norms and principles underlying a Christian world-view.

**Service:** Students will *demonstrate* service and reconciliation as a way of leadership.

**Cultural and Global Perspective:** Students will *identify* personal, cultural, and global perspectives and will employ these perspectives to *evaluate* complex systems.

**Quantitative Reasoning:** Students will accurately *compute* calculations and symbolic operations and *explain* their use in a field of study.

**Information Literacy:** Students will *identify* information needed in order to fully understand a topic or task, *explain* how that information is organized, *identify* the best sources of information for a given enquiry, *locate* and critically *evaluate* sources, and accurately and effectively *share* that information.