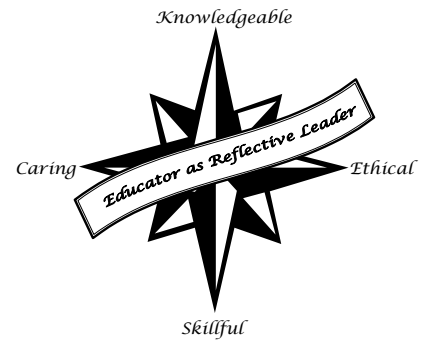


**Fitchburg State College**  
**EDUCATOR Programs**  
**Comprehensive Syllabus**



***Differentiated Instruction and Standards Based Teaching:  
Current Research and Practice***

3 Graduate Credit hours

**Office Information:** Ribas Associates and Publications, Inc.

**Company Telephone:** 781-551-9120 (to reach the instructor, you need to call her phone number

**Website:** [www.ribasassociates.com](http://www.ribasassociates.com)

**Instructor Information:** Cindy Marchand or Sheryl Wigdor. See biographies at [www.ribasassociates.com](http://www.ribasassociates.com) (under About Us).

**Instructor Email and Phone:** This will be provided in an email from the instructor.

**Instructor Contact:** A minimum of five weekly office hours for each course taught will be established for telephone and online chats with the instructor. All participants are provided with the instructor's cell phone for contact at other times.

Ask the author: There will be a monthly chat time set up for course participants to have an online chat session with one of the author's of the text. The dates and times are contained below.

All instructors are expected to review and respond to bulletin board postings within 24 hours (1 business day).

**COURSE DESCRIPTION:**

The course is designed to provide teachers with the skills to increase the number of students who succeed in their classes by designing a learning environment that meets their diverse needs. The course is divided into the following parts.

Part 1 of the course provides the participants with an understanding of the components of differentiated instruction (content, process, and product). Participants learn about the varied needs of students and determine the best strategies to differentiate by learning style, language proficiency, special needs, cultural influences, gender, and brain development.

Part 2 looks at the skills teachers need to manage a differentiated instruction classroom. Many teachers struggle with differentiated instruction because their management skills do not enable them to teach students to work effectively with partners and in groups. They continue to teach as the "sage on the stage" using direct instruction to the entire class as the primary mode of instruction. Because the teacher is teaching the same concepts to all the students at the same time, there is little opportunity to differentiate for individuals and subgroups.

Part 3 of the course addresses effective assessment of student learning for differentiation. A teacher is not able to differentiate until he or she is able to pre-assess at the outset of the lesson and then formatively assess the level of mastery of each student during the lesson and at the conclusion of the

lesson. It is only through effective assessment that a teacher is able to determine each student's zone of proximal development and teach that student in the appropriate manner and at the appropriate level. Participants learn to develop differentiated assessments that allow students to demonstrate their level of mastery in several ways. This part also includes the most current research and practice on effective classroom questioning techniques and the development of higher order thinking skills.

Part 4 teaches the participants to effectively plan a differentiated instruction lesson. It uses the concepts of understanding by design lesson planning that address the multiple needs of a diverse group of learners. Participants learn to plan differentiated activities that meet the needs of students at all levels of mastery (i.e. introductory, guided practice, immediate mastery, mastery, and application mastery).

Part 5 teaches the participants to use the myriad of differentiated instruction strategies that are available to meet the needs of varied learners. It includes strategies for closing the achievement gap between Black, Hispanic, White and Asian students and strategies for building a sense of efficacy among learners from low socio-economic homes.

Part 6 looks at the brain and learning and theories of learnable intelligence. Participants are taught the most current research on the function of the learner's brain. They learn to use brain compatible learning strategies (e.g. developing the cognitive context for learning) to maximize student mastery. They also learn effective effort strategies for working with low motivation learners.

The course is designed to provide teachers with the instructional competencies proven to increase student achievement. For each topic identified in the objectives, the course developer has compiled a comprehensive review of the most recent literature.

### **TEXTS:**

Deane, J., Ph.D., Ribas, W., Ph.D., & Seider, S., M.Ed. (2005). *Instructional Practices That Maximize Student Achievement: For Teachers, By Teachers*. Westwood, MA: Ribas Publications.

Ribas, W., Handout notebook, *Current Research and Practices in Instruction That Maximize Student Achievement*. The notebook includes 211 pages of documents developed by Ribas Associates for training teachers.

The Massachusetts Department of Education, (2000-2002) *Curriculum Frameworks*, Malden, MA that can be found on line at [www.doe.mass.edu/frameworks/current.html](http://www.doe.mass.edu/frameworks/current.html).

### **LEARNING OUTCOMES/OBJECTIVES:**

This course will address the dispositions of the Conceptual Framework in the following way(s):

**Knowledge:** As a result of the learning experiences in the course, you will become more cognizant of:

(Week 1)

#### **The Philosophical and Research Foundations for Differentiated Instruction**

After this section of the course, the participants will be able to:

- explain the research base that supports the positive impacts of differentiating instruction

- explain what it means to differentiate instruction by content, process and product
- explain the impact of differentiated instruction on student mastery
- understand the varied needs of a diverse population of students (e.g. special education, E.L.L., learning style, culture).

### **Creating the Cognitive Context for Learning to Maximize Understanding and Retention for Varied Learning Styles**

After this section of the course, the participants will be able to:

- use activators to show students how the content and the skills taught in lessons connect to their previous learning
- use agendas to tell students what they will do during lessons
- use lesson objectives to create contexts that lead to deeper understanding and longer retention of independent facts as they appear in lessons
- create increased motivation and retention by explaining to students why the knowledge and skills taught in lessons are relevant to them
- use summarizers to increase student mastery and retention of the knowledge and skills taught in lessons

(Week 2)

### **Classroom Management for Effective Differentiated and Standards Based Instruction**

After this section of the course, the participants will be able to **implement the nine components of effective classroom management including:**

- develop and implement classroom rules and routines that maximize the level of respectful, on-task behavior
- develop and implement a system of rewards and consequences for reinforcing respectful, on-task behavior
- obtain students' attention at the start of lessons, after group and partner activities, after interruptions, and after student attention has deteriorated
- create student-teacher and student-student relationships
- use physical proximity and the physical design of the classroom to improve student behavior
- teach students to work with a high level of independence during partner and group work.

(Week 3)

### **Standards Based Planning and Teaching for Differentiated Instruction**

After this section of the course, the participants will be able to:

- develop differentiated instruction lessons based on the Massachusetts Curriculum Frameworks for the participants particular grade level and content area
- write objectives for classes or units in language that describes what the students will know and be able to do after the teaching is finished
- write objectives for classes or units in language that enables them to readily assess whether or not the objectives have been mastered
- choose develop and/or choose formative and summative assessments that measure student mastery of the objectives
- choose activities that maximize student mastery of the objectives

(Week 4)

### **Questioning Skills for Regular and Special Education Students**

After this section of the course, the participants will be able to:

- increase the number of regular and special education students who ask and answer questions in their classes
- raise the thinking level of the answers they get from students
- use questions and dipsticking to pre-assess and formatively assess student understanding
- use questions and dipsticking to inform their instruction

(Weeks 5 and 6)

### **Assessment of Student Work for Effective Differentiating of the Instruction**

After this section of the course, the participants will be able to:

- describe the various purposes for assessment
- define the similarities and differences between summative and formative assessments
- define the similarities and differences between product and performance assessments
- create teacher-made product and performance assessments that gauge levels of student mastery on the stated objectives, both formatively and summatively
- write rubrics and criteria sheets (a.k.a. scoring guides) that assess student products and performances on those concepts that are difficult to quantify for assessment

(Week 7)

### **Mid Course Application of Concepts**

After this section of the course, the participants will be able to:

- Watch a lesson and identify the following differentiated instruction concepts taught in sessions 1 to 6 (cognitive context for learning, effective classroom groups, concepts from standards based teaching)
- Choose a lesson topic and write mastery objectives and formative and summative assessments for the topic

(Weeks 8 and 9)

### **Differentiated Instruction Strategies**

After this section of the course, the participants will be able to:

- assess the language acquisition levels of their ELLs (preproduction, early production, speech emergence, intermediate fluency, and advanced fluency) and implement strategies for each level
- respond to various special education needs and modify their teaching to better meet those needs
- implement strategies designed to address learning styles, the achievement gap, and other diverse needs
- plan lessons that can flexibly provide reteaching, practice and extension as needed
- manage differentiated activities in single lessons
- implement differentiated instruction activities that allow for students to move from concrete to abstract, simple to complex, few steps to multi-steps, small leaps to large leaps, more structured to more open, less independence to greater independence at their own rate

(Week 10)

### **Differentiating Instruction for Special Education Students and English Language Learners**

After this section of the course, the participants will be able to:

- explain various special education profiles that are commonly found in regular education classrooms
- plan lessons with strategies that effectively differentiate the learning for those students with these special education profiles
- explain the stages of second language acquisition

- plans lessons with strategies that effectively differentiate the learning for second language learners

(Week 11)

### **Theories and Practices of Intelligence and Student Motivation That Contribute to Student Success**

After this section of the course, the participants will be able to:

- explain the key aspects of the following theories of intelligence:
  - innate, single entity intelligence
  - learnable intelligence
  - multiple intelligences
  - attribution of intelligence
- implement classroom strategies that move students toward the belief that success is due more to effort and acquired strategies than to innate ability and luck
- increase students' motivation by helping them to equate success with effort and to work to acquire effective strategies
- Increase student motivation by tapping into their personal interests and connections to the content

(Week 12)

### **Lesson Study and Action Research**

After this section of the course, the participants will be able to:

- develop a plan for analyzing and solving classroom problems using action research
- assist colleagues in developing a plan for analyzing and solving classroom problems
- use action research to assess and develop the teacher's differentiation of instruction
- use lesson study to develop differentiated instruction lessons and assess and improve the implementation of those lessons

(Week 13)

### **The Brain and Learning**

After this section of the course, the participants will be able to:

- briefly explain how the brain functions
- explain how the brain functions when learning mathematics
- explain how the brain functions when learning reading

**Skill:** As a result of the learning experiences in the course, participants will become better able to implement the key components of a standards based classroom with differentiated instruction as described in the knowledge section above.

**Caring:** As a result of the learning experiences in the course, participants will become more competent in their ability to understand the varied learning needs of all students. This includes an understanding of learning styles, English language learners, varied cultures, students with special needs, and gifted students. With this understanding comes the ability to relate to and empathize with a wide range of students.

**Ethical:** As a result of the learning experiences in the course, participants will become more competent in their ability to understand the reasons why, unrelated to intellect, certain groups of students historically perform at lower levels on state and national assessment. More importantly, they will understand their role in helping to eliminate these achievement gaps.

## **INSTRUCTIONAL STRATEGIES**

- X Discussion/questioning via online chats (synchronous)
- X Independent Learning
- X Data Collection and Analysis
- X Viewing Video Taped Lessons
- X Problem Finding/Solving
- X Collaborative Learning Groups
- X Reflective Responses
- X Creating Visual Illustrations of Concepts

## **COURSE REQUIREMENTS:**

As noted below, students are required to complete all reading assignments and written assignments by the dates these are due. The learning that results from these assignments is an imperative for students' appropriate participation in the subsequent classes. Assigned reading and assigned writing assignments are each assessed as noted below in the grading policy.

## **FIELD-BASED REQUIREMENTS:**

All written assignments are based on the practical application of what is learned in this course with the students taught by participants. For example, the lesson plans completed by class participants are used to teach their students. The standards based teaching and differentiated instruction strategies learned are used with participants' students and they actively reflect on the impact of those strategies with students.

## **EVALUATION OR GRADING POLICY:**

Once one of the major assignments (see below) is submitted the instructor will correct the assignment. Any major assignment (except for the reading for understanding) below a grade of A will contain author comments indicating why the assignment did not fully meet the criteria. It is the policy of Ribas Associates to allow students to revise an assignment based on the instructor's comments and email the revised assignment to the instructor. If the resubmitted assignment contains all the components in the criteria the student's grade will be raised to an A.

Interim assignments include the discussion forums, chats, and interim uploaded assignments. The forums will be assessed based on the Criteria for Scoring Discussion Forums. The chats will be based on participation and collegial tone as a pass (rated a 1) or fail (rated a 0). The uploaded interim assignments will be graded on a pass (completed on time and with conscientious effort and rated a 1) or fail (rated 0). The Discussion Forms are worth 15% of you grade.

<b>Criteria for Scoring Discussion Forums</b>	<b>Scoring Guide for each assignment</b>
Timeliness and Quality	3 = Timely posting of the assignments. 2 = Posting incomplete or lacked substance. 1 = Posting incomplete and lacked substance.
Followed Guidelines	3= Posting used complete sentences. Tone was collegial. All responses were appropriate and added to the discussion. 2= Posting used incomplete sentences. Tone was collegial. Responses were appropriate and added to the discussion. 1 = Posting used incomplete sentences. Tone was not always collegial and/or responses added little to the conversation.
Incorporation of	3 = Incorporated clear understanding of the reading material

knowledge from  
assigned readings

and practice into posting

2 = Material from the readings incorporated into some of the  
posting

1 = Little evidence of understanding of material. Readings not  
incorporated into posting.

## Introductory Assignment 5%

### **Concrete evidence of Reading for Understanding (aka strategic reading):**

**The assessment of all assigned readings is determined by participation in the weekly chats, completing the reading related assignments for the discussion forums, and completing the reading components of assignments that are placed in the participant's assignment folder. All participants must actively participate in at least nine of the 12 *instructor* chats (this nine does not include participation in the optional "ask the author" chats.**

### **Reading for Understanding, aka Strategic Reading, by William B. Ribas, Ph.D.**

Reading for understanding (aka strategic reading or content reading instruction) is the act of reading more than just the words. When candidates are asked to read for understanding, they are asked to absorb the information in the text. Teachers often ask students to demonstrate they have read for understanding by:

1. Students are required to state the important points from the reading selections to support comments they make during the chats. Students are also required to state in the notes why they believe those points are important.
2. Students are also asked to note on the discussion forum or in the chats questions they have about the text itself or higher order questions prompted by the concepts and ideas conveyed in the text. Students may sometimes be asked to graphically organize concepts in a passage.

Instructors assess strategic reading using one or a combination of two or more of the following:

1. The instructors give students comprehension and/or higher order thinking questions (see chapter 5 in your text *Instructional Practices That Maximize Student Achievement* for a description of higher order thinking questions) or specific tasks to complete related to the reading prior to the reading. Students must look for, note, and use in the chats, discussion forums, and uploaded assignments the information that helps answer those questions or complete the tasks.
2. The instructors ask students to answer comprehension questions (via chats or on the discussion board) after they have read to test student understanding.
3. Students are told that the teacher reserves the right to ask individual students questions about their notes to "test" their comprehension of the content that is noted. The teacher also has the expectation that the student understands any information for which there is not a question noted on the discussion board or in chats. Students who correctly answer the teachers question receive a check plus. Students unable to answer the question with supporting information from the reading receive a minus. Students with partial answers receive a check.

4. The instructors take attendance at each chat session.

For more information on reading for understanding or strategic reading we recommend the following:

1. Read pages 268 to 278 in your text *Instructional Practices that Maximize Student Achievement*.
2. Beers, K. (2003) *When Kids Can't Read: What Teachers Can Do*. Portsmouth, NH. Heineman
3. Goudvis, A. and Harvey, S. (2000) *Teaching Comprehension to Enhance Understanding*. York Maine. Stenhouse
4. Wilhelm, Baker and Dube (2001) *Strategic Reading: Guiding Students to Lifelong Literacy 6-12*. Boynton/Cook Publishers, Inc. A Subsidiary

### **Strategies implementation and reflection journal assignment: 20%**

Each participant is expected to implement the differentiated instruction strategies learned in the course. Participants are required to keep a log to document the level of success when implementing the strategies. From time to time they are asked to try specific strategies and post the level of success implementing those strategies either on the discussion forum, upload the information on the assignment link, and/or report on their use of the strategy in a chat session. At the conclusion of the course the student will be required to provide at least four journal entries like the one shown below.

- Read the exemplar journal entry found below.
- Try at least four new strategies you learned from this course, the text, or another student in the course. The strategies you choose must be strategies you have never used prior to the start of this course.
- For each strategy write a self-reflection journal entry that includes the following:
  - Name and briefly describe the strategy you chose. (1 to 3 sentences)
  - Explain why you chose the strategy for your class. The reason you chose the strategy could be to reach a specific student, a specific group of students or for specific reasons related to the entire class. (2 to 4 sentences)
  - Explain what worked and why it worked? **Or** Explain what did not work and why? (3 to 8 sentences)
  - Is there anything you would do differently the next time you use this strategy? If yes, please explain. (2 to 4 sentences)
- Upload the four journal entries together to the “upload assignment folder.”

#### **Exemplar of an entry from a seventh grade social studies teacher's self-reflection journal**

- a. I used processing partners with the union generals as the partner terms.
- b. I chose this strategy so I could get students to effectively partner and process higher order thinking questions. I needed a strategy that would quickly and effectively get the students into partners to discuss a question and then quickly back into their own seats. I used causes of the Civil War because students tend to only remember slavery as a cause. I want them to remember more of the causes by the end of our Civil War unit.
- c. The first time I tried it was a mess. I had forgotten to tell the students to be certain that they put each other's name next to the same terms. I noticed about half way through the time they were collecting names that several of the students had quickly written in seven names without checking to be certain their name

was next to the same term on their partner's sheet. I stopped the name gathering and had them return to their seats. I told them I had forgotten to give them a direction and collected the sheets. Fortunately, I had a set of new processing partner sheets for the afternoon class. I passed those out and repeated the directions with all the directions and had the students again get partners. It worked much better this time.

- d. Next time I will go over the directions orally and then have a student tell me back the directions in his/her own words. I will check to be certain I gave all the directions and that all the directions were understood.

### **Differentiated Instruction Mastery Lesson Plan Assignment Criteria: 25%**

Each participant is expected to develop and teach a differentiated instruction lesson plan based on the Massachusetts Curriculum Frameworks.

1. The lesson plan is headed with your name, the grade level for whom the lesson is planned, and the date.
2. The lesson plan addressed all five questions and their subsections found in template on the top of page 124 of the book *Instructional Practices That Maximize Student Achievement: For Teachers, By Teachers* (2005).
3. The mastery objectives are written in the form described and shown on pages 15 to 17 in the book *Instructional Practices That Maximize Student Achievement: For Teachers, By Teachers* (2005). When necessary they include any additional mastery objectives needed for E.L.L. students.
4. The lesson plan includes a description of the standard addressed and the page number, standard number and/or standard letter designation from the appropriate standard. Please see the second grade and fifth grade exemplars in the handout notebook page 41-43 and 45-46 respectively.
5. The assessment section contains both formative and summative assessments. The assessments cited are as described in chapter 6 of the book *Instructional Practices That Maximize Student Achievement: For Teachers, By Teachers* (2005) and will enable the teacher to determine each student's level of mastery.
6. The activities are described with sufficient specificity for a reader to understand each of the steps of the lesson. The lesson describes the tasks for students who are at the introductory, guided practice, immediate mastery, and immediate application mastery levels of mastery. Please see pages 5 to 7 in the book *Instructional Practices That Maximize Student Achievement: For Teachers, By Teachers* (2005) for the definitions of the levels of mastery.
7. Question four on page 123 of the text identifies a teacher, administrator, or other person who can assist the teacher in planning the lesson.
8. Question 5 on page 124 of the text describes the materials the teacher needs to teach the lesson including any classroom management and/or formative assessment materials.

### **Lesson Study Reflections: 10%**

Each participant is required to teach the differentiated instruction lesson plan (see assignment above) he or she developed. After teaching the lesson the participants is expected to answer the following questions:

- What went well?
- Why did it go well?
- How can you transfer what you learned with this success to another area of your teaching?
- What did not go as well as you hoped?
- Why didn't it go well?

- What will you do differently the next time you teach this lesson?
- If you need help figuring out what to do differently next time whom can you go to in your district for this help?

**Construction of Action Research Assignment Criteria: 15%**

Students will be asked to construct a piece of action research in their classrooms related to their efforts to differentiate instruction (see chapters 10 and 11 in the text *Instructional Practices That Maximize Student Achievement* for more information on action research).

1. A research question that is worded so as to specifically note the classroom differentiation issue the project is designed to address.
2. A listing of the specific data that will be needed to study the classroom issue.
3. The explanation of the method(s) that will be used to gather the data noted in 2 above.
4. A step-by-step description of how the data will be analyzed. This should include any tables or charts needed to accurately represent the data.
5. Students will not be required to implement the action research as part of this course.

**Class chats: 20%**

Each student is required to attend 6 out of 9 chats. The chat schedule is listed below.

**SCHEDULES**

The Instructors will send an email indicating which 9 of the 13 weekly sessions are scheduled for chats at the times listed below.

**Instructor Chats for Course A**

Monday: 7:00-7:45 p.m.

Monday: 8:00-8:45 p.m.

Wednesday 7-7:45 p.m.

Office hours: Monday 9 – 10 p.m.

Wednesday 8 – 9:15 p.m.

**Instructor Chats for Course B:**

Monday : 7 – 7:45 p.m.

Monday: 8 – 8:45 p.m.

Wednesday: 8:30-9:15 p.m.

Office hours: Monday 8:45 – 9:30

Wednesday 9:30 – 10:30

**Instructor Chats for Course C:**

Tuesday: 7:15 – 8:00 p.m.

Thursday: 7:00-7:45 p.m.

Thursday: 8 – 8:45 p.m.

Office hours: Tuesday 8:15 – 9:15 p.m.

Thursday 9 – 10 p.m.

**Author Chats:**

**High School**

The instructors will email the participants the dates for the author chats listed below. These chats are optional.

3:00 to 4:00 p.m. course A  
4:30 to 5:30 p.m. course B  
6:00 to 7:00 p.m. course C

3:00 to 4:00 p.m. course B  
4:30 to 5:30 p.m. course C  
6:00 to 7:00 p.m. course A

3:00 to 4:00 p.m. course C  
4:30 to 5:30 p.m. course A  
6:00 to 7:00 p.m. course B

### **Middle School**

Friday, October 30

3:00-4:00 p.m. Course A  
4:30-5:30 p.m. Course B  
6:00-7:00 p.m. Course C

Saturday, November 21

9:00-10:00 a.m. Course A  
10:30-11:30 a.m. Course B  
12:00-1:00 p.m. Course C

Saturday, December 19

9:00-10:00 a.m. Course C  
10:30-11:30 a.m. Course A  
12:00-1:00 p.m. Course B

### **ADDITIONAL INFORMATION:**

**Fitchburg State College** encourages all Extended Campus students to take advantage of our online student services. We have created a “virtual student center” just for you. Here you will find access to Counseling Services, Career Services, The Student Activity Center, the college bookstore and many other helpful links. You can access our student center by going to the college homepage at <http://www.fsc.edu> and clicking on Offices and Services. Scroll down and click on Extended Campus Center. You will find links to Library Services, our Virtual Student Center and other important information.

The Gallucci-Cirio Library at Fitchburg State College provides a full range of library services including borrowing privileges, document delivery (books and articles), Interlibrary Loans, online and toll-free phone reference assistance, access to subscription databases, and more. Any questions relating to library services should be directed to the Access Services Librarian at 978-665-3062 or [DLLIBRARY@FSC.EDU](mailto:DLLIBRARY@FSC.EDU). There is also a special section for Distributed Learning Library Services at <http://www.fsc.edu/library/distance.html> outlining the wide range of services available to you and how to access them.

Students who are currently registered with the college may access any of the library’s subscription databases, including an increasing number with full-text, by visiting the Gallucci-Cirio Library’s

homepage at <http://www.fsc.edu/library> and clicking on the Off-Campus Users Logon button. Each student's User ID is the first 5 letters of his/her last name followed by the last 4 digits of his/her social security number. The password for all students the first time logging on is "falcon", after which each student will be prompted to create a new password. Any problems accessing the Library's online services should be directed to the Reference Desk by calling 978-665-3223 or (toll free within New England) 1-888-339-8949, or by email at [fsclibrary@fsc.edu](mailto:fsclibrary@fsc.edu).

All registered Fitchburg State College students are eligible for a Fitchburg State College One Card ID which also serves as his/her library card upon activating it online at <http://www.fsc.edu/librarycf/cardrequest.cfm> or in person at the Circulation Desk. After activation by the Gallucci-Cirio Library, students may use any Massachusetts State College and University Library during the current semester. ID cards are also available on campus all year round. Students wishing ID cards must present course registration confirmation at Media Services room 229 in the Conlon Industrial Arts Building of the main campus. Please call 978-665-3039 for available times. ID cards may also be available at extended campus sites; specific dates and times will be announced.

Students are also eligible for a Fitchburg State College email account. Please contact the Management Information Systems department in room 303 of the Edgerly Building of the main campus or call 978-665-3070.

## **COLLEGE AND EDUCATION UNIT POLICIES**

### **Policy on Disability**

Disability Services is the primary support system for students with disabilities taking classes in the day and evening divisions. The office is located on the third floor of the Hammond Building and can be reached at 978/665-3427 or 978/665-3575 TTY. If you need course adaptations or accommodations because of a disability, if you have emergency medication information, or if you need special arrangements in case the building must be evacuated, please make an appointment at the beginning of the course to talk with me. It is important that the issues relating to disabilities be discussed with me as soon as possible.

### **Attendance and Participation**

1. As an emerging professional, you are expected to participate in every class session, to be on time, and to communicate with the instructor regarding any absences. Absences and tardiness may result in a permanent grade change. Attendance at all pre-practicum sessions is mandatory.
2. Participation in online class discussions and cooperative groups is expected. All candidates are responsible for meeting required deadlines on projects and assignments; your ability to complete tasks in a timely fashion demonstrates professional maturity and an ability to organize and manage time. Completion of assigned reading is imperative to your individual development as a professional.
3. All of these behaviors regarding attendance, preparation, and meeting deadlines are critical for successful teaching and thus are factored into the final grade.

### **Education Unit Computer Literacy Requirement**

All assignments must be typed, doubled-spaced; follow the Department Writing Guide; and use APA format when appropriate.

You are expected to use word processing for all assignments (unless otherwise instructed). You are expected to use e-mail and bulletin boards for dialogues with other class members, to examine the use of software in the field, and to use the Internet to obtain information, ideas and resources.

### **Cellular Telephones**

Kindly turn-off cellular telephones during class chats. For emergency messages, please set the telephone device to vibrate. Thank you in advance for your consideration of colleagues and children.

### **Grade Appeal**

If you disagree with the evaluation of your work or believe an improper grade has been assigned, an appeal may be followed. Please discuss the matter with the instructor and refer to the FSC Grade Appeal Policy in your Student Handbook.

### **Policy on Honesty**

The faculty in the Education Unit at Fitchburg State College that work submitted in fulfillment of course requirements will be solely that of the individual candidate and all other sources will be cited appropriately. College Academic Dishonesty Policy, as outlined in the College Catalogue, will be strictly adhered to.

### **Copyright Policy**

You are reminded that, in preparing handouts for peers or the instructor, reproduction of copyrighted material without permission of the copyright owner is illegal. Such unauthorized copying may violate the rights of the author or publisher. Fitchburg State College adheres to federal laws regarding use of copyrighted materials. See the Student Handbook for more details.

## **RELATED READINGS AND RESOURCES:**

### **On Special Education**

Association for Supervision and Curriculum. (2005). *The Common Sense of Differentiation: Meeting Specific Learner Needs in the Regular Classroom: Facilitator's Guide* Alexandria, VA: Association for Supervision and Curriculum (ASCD).

Atwood, T. *Asperger's Syndrome*. (n.d.) Retrieved May 12, 2008, from [www.tonyattwood.com.au/](http://www.tonyattwood.com.au/)

Christian, J., comp. (2002, Spring). Pervasive development disorders overview. [electronic version]. *The Autism and Related Disorders Handbook*. Retrieved April 30, 2008, from <http://www.usd.edu/cd/autism/Autism%20Handbook.pdf>

Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, Text Revision. Washington, D.C.: American Psychiatric Association, 2000.

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