

**University of Arkansas – Fort Smith  
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**General Syllabus**

**SPED 4403 Assessment and Differentiation for Diverse Learners**

Credit Hours: 3

Lecture Hours: 3

Laboratory Hours: 1

Prerequisite: SPED 3003 Teaching Diverse Learners or consent of department head

Effective Catalog: 2018-2019

**I. Course Information**

**A. Catalog Description**

Using evidence-based practices to meet the needs of diverse learners.

**B. Additional Information**

The Conceptual Framework derives from the School of Education mission, “Professionals United to Ensure Continuous Learning and Success.” The Framework is informed by two major sources of research in best practices for educators, InTASC (Interstate Teacher Assessment and Support Consortium) and Charlotte Danielson’s Framework for Teaching (FFT). InTASC is a program of the Chief State School Officers (CCSSO). The Arkansas Department of Education adopted the InTASC 2011 Model Core Teaching Standards, which were developed by InTASC, as the Arkansas Teaching Standards (ATS). The Conceptual Framework synthesizes the concepts from these models to represent the UAFS School of Education expectations for teacher candidates. The UAFS School of Education Intended Candidate Outcomes (ICOs) are aligned with the InTASC Standards, which are the Arkansas Teacher Standards (ATS). The ICOs are also aligned with the Danielson Framework for Teaching (FFT) and edTPA.

**II. Student Learning Outcomes**

**A. Subject Matter**

Upon successful completion of this course, the student will be able to:

1. Analyze diversity in educational settings. (ATS: 1, 2 TESS:1b)
2. Assess and describe a variety of assessment strategies appropriate for diverse learners. (ATS: 1,2, 6 TESS: 1b, 1f)

3. Describe methods for differentiating instruction for students from different cultures and linguistic backgrounds. (ATS: 1, 2, 7, 8 TESS: 1a, 1b, 1c, 1d, 1e)
4. Manage a classroom environment that supports learning for all students. (ATS: 1, 2, 3 TESS: 1b, 2a, 2b, 2c, 3d, 2e)
5. Plan and implement lessons to meet the needs of diverse students. (ATS: 1, 2, 4, 5, 6, 7, 8 TESS: 1a, 1b, 1c, 1d, 1e, 1f, 3a, 3b, 3c, 3d, 3e)
6. Assess and describe legal and ethical expectations for addressing the needs of exceptional children. (ATS: 9 TESS: 4f)
7. Understand how collaboration with families and other educators supports student learning. (ATS: 9, 10 TESS: 4c, 4d, 4e, 4f)
8. Apply knowledge of human development, learning theory, and educational research to meet the needs of diverse learners. (ATS: 1, 2, 3, 9 TESS: 1a, 1b, 1c, 1d, 1e, 1f, 4a, 4d, 4e, 4f)
9. Articulate how to integrate technology to enhance the learning of diverse students. (ATS: 1, 2, 7, 8 TESS: 1a, 1b, 1d, 1e, 4d, 4e)

## **B. University Learning Outcomes**

This course enhances student abilities in the following areas:

### **Ethical Decision Making**

Students will recognize and analyze ethical dilemmas, based on the ADE Code of Ethics. Students will apply ethical concepts and rules to determine viable alternatives in any given situation.

### **Global and Cultural Perspectives**

Students will reflect upon cultural differences and demonstrate understanding or application of K12 education in a global environment. Students will reflect upon cultural and learning differences including socioeconomic, language, cultural, and special needs as well as neglected or abused children. Students will identify appropriate interventions to enhance learning in diverse environments.

### **Communication Skills (written and oral)**

Students will communicate effectively, both in writing and orally, in a variety of settings. Students will compose coherent documents, article reviews, research and essay papers, and reflections of observations. Students will give class presentations, share student work products orally, and work with children and families as part of practicum and internship experiences.

## **III. Major Course Topics**

### **A. Diverse students**

1. Socio-economic status
2. Gender
3. Ethnicity
4. English language learners

5. Culture
  6. Learning styles
  7. Prior knowledge and experience
- B. Gifted students
  - C. Evidence-based assessment and progress monitoring
    1. Selecting assessments for specific purposes
    2. Interpreting assessment results
    3. Using assessment results to differentiate instruction
    4. Using assessment results to monitor student learning
  - D. Preventative strategies for at-risk learners
  - E. Supplementary curriculum
  - F. Research-based interventions
  - G. Diverse instructional strategies
  - H. Differentiated lesson plans
  - I. Collaborating and communicating with diverse families