

Course Syllabus

Course Title: Motivating Underachievers using Response to Intervention and Differentiated Instruction

Number of Credits:

Option A: 3 Graduate Credits (Semester Hours), issued by Chapman University, regionally accredited by the Western Association of Schools and Colleges (WASC)

Option B: 15 Professional Development Hours (can be applied towards state license recertification/renewal with district approval)

Instructor: Dr. Diane Moroff

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Instructor Bio:

Dr. Diane Moroff, the author of *Fornes: Theatre in the Present Tense*, a study of Maria Irene Fornes' plays, earned her Ph.D in English Language and Literature at the University of Michigan. She taught English to college and high school students for just over fifteen years and chaired the English department at Atlanta International School. While working as a freelance researcher and writer, she wrote curriculum for the National Endowment for the Humanities' educational website EDSITEment. She now works as a curriculum developer and course instructor for Knowledge Delivery Systems, Inc.

Course Description:

Stepping in to assist underachievers before a pattern of failure becomes engrained can lead to improved student success in school. Educators learn to identify the prototypical causes of underachievement—including fear of failure, low self-esteem, negative peer pressure, and lack of motivation—and then to locate the underachievers in their classrooms, including gifted students and those eventually identified for special education. Educators then learn to select specific research-based interventions to target those students, using the three-tier Response to Intervention (RTI) system to reverse a pattern of underachievement. Through the combined efforts of both differentiated instruction (DI) and RTI, educators become flexible planners who supply their students with plentiful choices and frequently monitor their students' progress, to help them exploit their strengths and become lifelong learners.

Educators explore the crucial role of flexible groupings as an essential strategy for assisting underachievers improve academic results. For classrooms with students below, at, and above grade level, educators study compacting, scaffolding, and tiering strategies. For classrooms with a range of learning preferences, educators learn techniques to accommodate them and then how to monitor students' progress within and beyond those preferences. This course prepares teachers to intervene for underachievers, helping them to experience success in the classroom and the world beyond.

Course Objective/Goals:

After completing this course, educators will know:

- Prototypes of underachievers
- How to apply specific interventions for specific student needs
- Tier 1, 2, and 3 interventions for students struggling with fear of failure
- How to motivate students by teaching to their learning styles and modalities
- How to use both RTI and DI to meet the needs of diverse students

- Connections between differentiated instruction (DI) and Response to Intervention (RTI)
- How to use flexible groupings in the context of both DI and RTI
- How to compact curriculum
- Specific strategies for scaffolding and tiering lessons
- How to monitor students' progress within and beyond their learning preferences

Learning Outcomes:

After completing this course, educators will apply the following skills:

- Integrate specific interventions into lesson planning to address varying student needs
- Utilize tier 1, 2, and 3 interventions based on student assessments and progress monitoring
- Incorporate lesson activities that target students' learning styles and modalities
- Organize students into groups based on students' needs
- Integrate scaffolding activities and tiered lessons within the classroom
- Monitor student's progress and differentiate instruction based on needs

Course Outline:

Eight Lessons Students Will Be Focusing On:

1. Underachievement Prototypes and RTI
2. Students Who Lack Goals and Fear Failure
3. Motivating the Unmotivated
4. Encouraging Achievement: Challenge Persistence and Responsibility
5. RTI and Differentiated Instruction
6. Interventions for Students at Different Levels
7. Interventions for Students with Different Preferences
8. Assessment Strategies for the Differentiated Classroom

Discussion Board Collaboration:

- Educators will engage in collaborative discussions by sharing ideas, reflecting on teaching practices, and exchanging teaching strategies through discussion board postings. Teachers are required to make two (2) postings to the discussion board per lesson, one original posting and one reply to a posting. Additionally, educators may create new discussions.
- When responding to others' postings, please be thoughtful and respectful with your communication. When expressing a different point of view, please explain your rationale without judgmental or confrontational language.

Method of Evaluating Student's Performance:

- Monitored video lectures
- Interactive study guide questions
- Graded post assessment questions
- Discussion board interaction*
- Midterm project*
- Classroom based final project*

Methods of Instruction:	Percentage of Course Credit	Option A: Graduate Credit	Option B: Recertification Credit
Interactive study guides	–	Required	Required

Graded post-assessments	15%	Required	Required
Video lectures	30%	Required	Required
Discussion board postings	10%	Required (2 postings minimum per lesson)	Optional (strongly encouraged)
Midterm project	20%	Required	Optional
Final project	25%	Required	Optional

Converting Recertification Credits to Graduate Credits

Students completing the recertification option may convert to graduate course credit by completing the required discussion board postings (two minimum per lesson), the midterm and final exams, and submitting an additional payment of \$250. Call 1-877-294-4537 or email support@fetcuniversity.org for assistance.

Texts and/or Other Materials:

PowerPoint presentations from resource tab and lecture transcriptions from the transcription tab:

- Underachievement Prototypes and RTI
- Students Who Lack Goals and Fear Failure
- Motivating the Unmotivated
- Encouraging Achievement: Challenge Persistence and Responsibility
- RTI and Differentiated Instruction
- Interventions for Students at Different Levels
- Interventions for Students with Different Preferences
- Assessment Strategies for the Differentiated Classroom

Recommended Reading:

Bibliography:

(Minimum of 5 sources that reflect current research/thinking. Please use standard MLA or APA format.)

Coil, C. *Standards-based Activities And Assessments for the Differentiated Classroom*, Illinois: Pieces of Learning, 2004.

Coil, C. *Teaching Tools for the 21st Century*, Illinois: Pieces of Learning; 3rd edition, 2005.

Coil, C. *Solving the Assessment Puzzle*, Illinois: Piece by Piece, Pieces of Learning, 2001

Coil, C. *Successful Teaching in the Differentiated Classroom*, Pieces of Learning, 2007

Thomlinson, Carlo Ann. *How to Differentiate Instruction in Mixed-Ability Classrooms*, Association for Supervision & Curriculum Deve; 2nd edition, 2001.

Thomlinson, Carlo Ann. *Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching*, Association for Supervision & Curriculum Deve, 2003

Wormeli, Rick. *Differentiation*, Maine: Stenhouse Publishers, 2007

Grading Scale

Option A: Graduate Credits

Grade	Equivalent
97-100%	A+
93-96%	A
90-92%	A-
87-89%	B+
83-86%	B
80-82%	B-
77-79%	C+
73-76%	C
70-72%	C-
69% or below	N/P

Option B: Professional Development Hours

PASS/FAIL

All steps listed under each lesson must be completed to receive credit (PASS) for the course. No partial credit will be given.