

Course Syllabus

Course Title: Motivating Underachievers using Response to Intervention and

Differentiated Instruction – 3 Units

Course Grader: Jessica Kessler

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Grader Bio:

Course grader Jessica Kessler has a Master of Science degree in education from Bank Street College of Education and a Bachelor of Arts from the University of Delaware. She has been a teacher, museum docent, professional development coordinator, director of school programs, deputy executive director for education and programs at the South Street Seaport Museum, coordinator of a number of different educational programs, and freelance writer.

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, students 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

Course Outline:

Eight Sections Students Will Be Focusing On by presenter Carolyn Coil:

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

Presenter Overview:

Carolyn Coil, who earned her Ed.D in Educational Leadership at the University of Southern Florida, is an internationally known speaker, author, trainer, consultant and educator. Dr. Coil works with teachers, parents and students offering practical strategies for raising student achievement, differentiating curriculum, implementing a variety of assessment strategies, and dealing with the problems and challenges associated with preparing ourselves and our children for living and working in the 21st Century. Dr. Coil has worked in the field of education and training for over 30 years. She currently teaches courses in gifted and talented education and does workshops for schools and school districts on a wide variety of topics. She has been an adjunct professor at several different universities and has worked in the United States, Australia, New Zealand, Hong Kong, Bermuda, the Marshall Islands, Spain, Germany, Ecuador, Croatia, and South Korea.

All steps listed under each topic must be completed to receive credit for the course. No partial credit is given.

Plagiarism Policy

KDS recognizes plagiarism as a serious academic offense. Plagiarism is the dishonest passing off of someone else's work as one's own and includes failing to cite sources for others' ideas, copying material from books or the Internet, and handing in work written by someone other than the participant. Plagiarism will result in a failing grade and may have additional consequences. For more information about plagiarism and guidelines for appropriate citation, consult plagiarism.org.

KDS Rubric for Letter Grade Courses: 3 Credits

Percentage of Course Credit

- Reflection questions 25%
- Quizzes 15%

- Midterm 25%
- Final 35%

A: 90 - 100 points
 B: 80 - 89 points
 C: 70 - 79 points
 F: Fewer than 70 points

Component	Unsatisfactory	Basic	Proficient	Distinguished
Quizzes	(6 points) <u>Quizzes:</u> 0-40% correct	(9 points) <u>Quizzes:</u> 60% correct	(12 points) <u>Quizzes:</u> 80% correct	(15 points) <u>Quizzes:</u> 100% correct
Reflection questions	(10 points) <u>Reflection questions:</u> -Participant includes no content from the course in his or her responses -Participant does not address the questions posed	(15 points) <u>Reflection questions:</u> -Participant includes some content from the course, usually appropriate, in his or her responses -Participant answers the questions directly, not always fully	(20 points) <u>Reflection questions:</u> -Participant includes appropriate content from the course in his or her responses -Participant makes thoughtful comments in direct response to the questions	(25 points) <u>Reflection questions:</u> -Participant provides rich detail from the content of the course in his or her responses -Participant makes his or her responses to the questions personally meaningful
Midterm	(10 points)	(15 points)	(20 points)	(25 points)
Final	(20 points)	(25 points)	(30 points)	(35 points)



	<p><u>Requirements of Assignment:</u></p> <p>-The assignment is substantially incomplete</p>	<p><u>Requirements of Assignment :</u></p> <p>-Many requirements met, but a few pieces are missing, while others are underdeveloped—e.g., missing reflection or rubric or scant reflection and vague rubric</p>	<p><u>Requirements of Assignment:</u></p> <p>-Participant has fulfilled all the requirements of the assignment</p>	<p><u>Requirements of Assignment:</u></p> <p>-Participant has fulfilled all the requirements of the assignment with marked creativity, intelligence, and thoughtfulness</p>
	<p><u>Form:</u></p> <p>- Plentiful grammatical mistakes -Confusing content -Missing documentation of sources</p>	<p><u>Form:</u></p> <p>-Distracting grammatical errors -Confusing content -Inconsistent or missing documentation of sources</p>	<p><u>Form:</u></p> <p>-Participant has written a solid essay or lesson plan, including appropriate detail and in an interesting style</p>	<p><u>Form:</u></p> <p>-No grammatical errors -Eloquent expression -Proper citation of sources</p>
	<p><u>Content:</u></p> <p>-No main idea and/or main idea is irrelevant to the assignment -No apparent paragraph organization -No supporting evidence for supporting ideas -No evidence in the lesson plan—in objectives, activities, or assessments—that the learner</p>	<p><u>Content:</u></p> <p>-The main idea is not clear in the opening paragraph -Relevance to main idea of supporting paragraphs is not always clear -Supporting ideas are only minimally illustrated by examples or quotes -The lesson plan</p>	<p><u>Content:</u></p> <p>-Essay is organized around a thesis or main idea -Paragraphs are organized around ideas relevant to the main idea -Supporting ideas are evident, and usually include illustrating examples and/or quotes -The lesson plan shows evidence</p>	<p><u>Content:</u></p> <p>-Essay is organized around a thesis or main idea -Paragraphs are organized around ideas relevant to the main idea -Supporting points are illustrated with examples and/or quotes -Lesson plan shows evidence of a deep</p>

	comprehends the course content	does not show enough evidence that the learner understands the course content. Objectives and/or activities and/or assessments only vaguely apply to the course content	of understanding of the course content in its objectives, activities, and/or assessments	understanding of course content and participant uses that understanding to create opportunities for students to authentically show what they have learned
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KDS Pass/Fail Option: 3 credits

Passing Requirements

- Grade of “C” or higher

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