

University of Arkansas – Fort Smith
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General Syllabus

SPED 48193 Instructional Strategies for the Diverse Learner

Credit Hours: 3

Lecture Hours: 3

Laboratory Hours: 1

Prerequisite: Admission to educator preparation program or consent of department head.

Effective Catalog 2018-2019

I. Course Information

A. Catalog Description

Addresses the use of evidence-based multi-sensory instructional strategies 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. Apply a variety of research-based instructional strategies appropriate for diverse learners.
2. Evaluate and articulate how human development and individual differences respond to the needs of individuals with exceptionalities.
3. Implement lessons using a multi-sensory approach to learning.

4. Implement Response to Intervention Strategies.
5. Analyze and describe methods for differentiating instruction for students from different cultures and linguistic backgrounds.
6. Manage a classroom environment that supports learning for all learners.
7. Plan and implement lessons to meet the needs of diverse learners.
8. Explain how collaboration with families and other educators supports student learning.
9. Apply knowledge of human development, learning theory, and educational research to meet the needs of diverse learners.
10. Understand how to integrate technology to enhance the learning of diverse learners.

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.

Analytical Skills

Critical Thinking Skills - Students will use analytical/critical thinking skills to draw conclusions and/or solve problems related to student assessment data or issues.

Students will access and evaluate appropriate written and electronic information for solving educational problems, conducting educational research, or working with students. Students will think critically to reach viable solutions to a problem and be able to justify those solutions.

III. Major Course Topics

- A. Diverse learners
- B. Evidence-based strategies, assessments, and progress monitoring

- C. Preventative strategies for diverse learners
- D. Supplementary curriculum
- E. Response to Intervention (RTI)
- F. Research-based interventions and strategies for reading
- G. Research-based interventions and strategies for language arts
- H. Research-based interventions and strategies for mathematics
- I. Differentiated lesson plans
- J. Technology and the diverse learner
- K. Collaborating and communicating with families