

ELIS 4804 - Differentiating for Learning in the 3-5 Classroom

Fall 2026 Syllabus, Section 02, CRN 41927,

Credit hours: 3

Instructor

Amy Camardese

Email: ahcamardese@ysu.edu

Public Instructor Information

Instructor Title: Dr. Amy Camardese

Instructor Professional Qualifications: Ph.D., Kent State University

Instructor Office Location: NA

Instructor Office Phone: cell phone-330-240-5878

Course Description

4804. Differentiating for Learning in the 3-5 Classroom. This course emphasizes a social learning approach embedded within an ecological framework. Candidates will apply high leverage practices including Positive Behavior Intervention Strategies (PBIS) to prevent management problems, with emphasis on motivating students, differentiating for English Language Learners, and making data-based decisions including responding to unwanted behavior when it occurs in classrooms. Field hours required. Prereq.: TELS Upper Division Status, ELIS 3701, ELIS 3702, ELIS 3703, ELIS 3704. Coreq.: ELIS 4800, ELIS 4801, ELIS 4802, and ELIS 4803. 3 s.h.

Course Readings

Group	Title	Author	ISBN
Required	Differentiation in the elementary grades: Strategies to engage and equip all learners (1st ed.)	Doubet K.J. & Hockett, J.A.	

Text/Resources:

Required:

Doubet K.J. & Hockett, J.A. (2018) *Differentiation in the elementary grades: Strategies to engage and equip all learners* (1st ed.). ASCD.

Recommended:

Gayle, G., Kaufeldt, M., & Mattos, M. (2016). *Best practices at tier 1: Daily differentiation for effective instruction*.

Websites:

SPED High Leverage Practices: <https://highleveragepractices.org>

High Leverage Practices: CEEDAR: <https://cedar.education.ufl.edu/wp-content/uploads/2017/07/CEC-HLP-Web.pdf>

Positive Behavior Intervention Support: <https://www.pbis.org>

Response to Intervention: <http://rtinetwork.org/professional/virtual-visits>

The course readings are subject to change in the event of extenuating circumstances, research developments, current events, and/or to ensure better learning.

Schedule of Topics and Assignments

Week of	Reading(s)	Proposed Topic	Due/To Prepare for Class
8/24	Chapter 1 in Differentiation Text	Introduction to the course/Building a Classroom Community	Group Activity
8/31	Chapter 1 continued	Learner variability	Padlet
9/7	Chapter 2: Articulating Learning Goals	Learning Goals/Backward Design	Group Activity
9/14	Chapter 5: Checking for Understanding Using Formative Assessment	Formative Assessments/Differentiating Assessments	OCALI Module Autism
9/21	Chapter 4: Providing Interactive Learning Experiences	Increasing Motivation and Investment	OCALI Module: FBA
9/28	Chapter 7 - Differentiating According to Student Interest & Learning Preferences	Increasing Motivation and Investment	OCALI Module: FBA
10/5	Chapter 6: Differentiating According to Student Readiness	MTSS	
10/12	Chapter Six	RTI	Group Activity 2
10/19	BB folder will have additional materials	Review of MTSS/RTI	IRIS Module: Measuring Behavior
10/26	BB folder will have additional materials	Dual Language Learners with Challenging Behaviors	Mid-Term Reflection/Case Study
11/2	Review of Ohio's SEL Standards	Social Emotional Learning	Work on Field Analysis Report
11/9	BB folder will include additional materials	Self-Determination Skills for grades 3-5	Work on Field Analysis Report
11/16	Field Analysis Report	Review and edit Field analysis report	Work on Field Analysis Report
11/23	Chapter 8: The Nuts and Bolts of Implementing Differentiation	Edit and review your SELIP	Field Analysis Report
11/30	Thanksgiving	Thanksgiving	Thanksgiving
12/7	Work week and review	Work Week	Critical Task/Final Reflection

The course schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better learning.