

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

Fall 2026 Syllabus, Section 03, CRN 42284,

Credit hours: 3

Instructor

Kristen Italiano

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Public Instructor Information

Instructor Title: Dr. Kristen Italiano

Professional Qualifications:

Dr. Kristen Italiano is an accomplished educator with extensive experience in teacher preparation, literacy education, and educational leadership.

Bachelor of Science in Education degree in Early Childhood Education, PK-3 (Youngstown State University, 2001)

Master of Arts in Education (Walsh University, 2007)

Ohio Principal License (PreK–12), (Youngstown State University, 2018)

Doctorate in Educational Leadership (Youngstown State University, 2024)

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Fall 2026 Office Hours:

Tuesday 11:00-12:00, Thursday 11:00-12:00, M-F by appointment

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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	Doubet K.J. & Hockett, J.A. (2018)	
Optional	Best practices at tier 1: Daily differentiation for effective instruction.	Gayle, G., Kaufeldt, M., & Mattos, M. (2016)	

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*.

Additional resources:

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	Read Chapter 1 in Differentiation in the Elementary Grades (DEG) Part 1	Introduction to the Course Foundations of Effective Inclusive Education Building a Healthy Classroom Community Intro to the Course Foundations of Effective Inclusive Education Building a Healthy Classroom Community	
8/31	BB folder will include all materials Due: Padlet Create a video discussing the prompts on Padlet. Due: Padlet peer responses by 11:59 pm *Must respond to at least 3 peers on Padlet.	Students with a Diverse Range of Needs and their families HLP #3 Collaborate with Families Learner variability *accommodations/modifications/ differentiation (content, process, product)	
9/7	Read: Chapter 2: Articulating Learning Goals	check BB and course announcements as materials and assignments will be updated	
9/14	Chapter 3: Constructing Useful Pre-Assessments	check BB and course announcements as materials and assignments will be updated	
9/21	Read: Chapter 5: Checking for Understanding Using Formative Assessment BB folder will include additional materials	check BB and course announcements as materials and assignments will be updated	
9/28	Read: Chapter 4 Providing Interactive Learning Experiences BB folder will include additional materials		
10/5	Read: Chapter 7: Differentiating According to Student Interest & Learning Preferences BB folder will include additional materials Due: OCALI Autism Module		
10/12	Read: Chapter 6: Differentiating According to Student Readiness		
10/19	IRIS Module (in-class) Complete one of the assigned case studies found at the link (upload to BB) IRIS Modules: Measuring Behavior		
10/26	Review Ohio's SEL standards Social Emotional Learning in Ohio		



11/9	Review and edit Field Analysis Report Social Emotional Learning, SD and SEIP work check-in with instructor Differentiated Station Work
11/16	Read: Chapter 8: The Nuts and Bolts of Impementing Differentiation Due: Field Analysis Report
11/23	Work Week and Peer Review
12/7	Course Wrap-Up

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.