University of St. Thomas  
School of Education  
Summer 2015 (Pasadena—KD24–1155)  
EDUC 5331 – Differentiated Instruction  
Tuesday’s 5-9 pm

LOCATION:  
San Jacinto College Central  
8060 Spencer Highway, Pasadena, TX 77505  
Room C-2.214

INSTRUCTOR:  
Gena Reine, Ph. D.  
Email address: gpreine1@hotmail.com  
Phone: 713-775-7388  
Office Hours: by appointment only

REQUIRED BOOKS:


COURSE DESCRIPTION:

The course is designed to enhance students’ understanding of differentiating instruction, the rationale for its use, and how to differentiate instruction. Students’ understanding of the ‘how to’ of differentiation is multifaceted. This includes an understanding of what is most important for students to learn, the critical importance of assessment for differentiating instruction and various assessment strategies that can be used in support of differentiating instruction, differentiation instructional strategies, and classroom management strategies that support differentiating instruction. The course will provide students with an opportunity to analyze, apply, and evaluate various approaches and methods for differentiating classroom instruction to help better meet the needs of all learners, including special needs learners and English Language Learners. Finally, a major focus of the course will be on students investigating and developing differentiated strategies and lessons.

National/State/Professional Association Standards Guiding Course

TEXES PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES (EC-12) COMPETENCIES:

Upon completion of this course, the student will be able to:

Domain I

- Design instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Domain II
• Create a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence by
  • Using knowledge of the unique characteristics and needs of students at different developmental levels to establish a positive, productive classroom environment (e.g., encourages cooperation and sharing among younger students; provides middle-level students with opportunities to collaborate with peers, encourages older students’ respect for the community and the people in it).
  • Establishing a classroom that emphasizes collaboration and supportive interactions, respect for diversity and individual differences, and active engagement in learning by all students.
  • Using a variety of means to convey high expectations for all students
  • Knowing characteristics of physical spaces that are safe and productive for learning, recognizing the benefits and limitations of various arrangements of furniture in the classroom and applying strategies for organizing the physical environment to ensure physical accessibility and to facilitate learning in various instructional contexts.
  • Creating a safe and nurturing inclusive classroom environment that addresses student’s emotional needs and respects students’ rights and dignity.
  • Organizing and managing group activities that promote students’ ability to work together cooperatively and productively, assume responsible roles and develop collaborative skills and individual accountability.

Domain III

• Promote student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback by
  • Employing various instructional techniques and varying teacher and student roles in the instructional process and providing instruction that promotes intellectual involvement and active student engagement and learning
  • Applying various strategies to promote student engagement and learning (e.g., by structuring lessons effectively, using flexible instructional groupings, pacing lesson flexibly in response to student needs, including wait time).
  • Applying criteria for evaluating the appropriateness of instructional activities, materials, resources, and technologies for students with varied characteristics and needs.
  • Engaging in continuous monitoring of instructional effectiveness.
  • Creating assessments that are congruent with instructional goals and objectives and communicating assessment criteria and standards to students based on high expectations for learning.
  • Responding flexibly to various situations (e.g., lack of student engagement in an activity, the occurrence of an unanticipated learning opportunity, etc.) and adjusts instructional approaches based on ongoing assessment of student performance.
  • Engaging in reflection and self-assessment to identify strengths, challenges, and potential problems, to improve teaching performance, and to achieve professional goals.

Course Objectives/Learner Outcomes

Upon completion of this course, the student will:

1. Explain differentiating instruction
2. Discuss the rationale for differentiating instruction and its relationship to the curricular framework
3. Describe the role that assessment plays in differentiating instruction and describe
4. List ten differentiating strategies
5. List five classroom management strategies that support differentiating
6. Analyze the instructional factors that can be used to help differentiate instruction
7. Develop plans for differentiating instruction that respond to individual learner needs including:
   (a) Assessment of learning preferences of students
   (b) Assessment of the academic needs of students
   (c) Assessment of the interests and social needs of students
   (d) Assessment of the grade level TEKS
   (e) Plan teaching/learning activities which consider multiple intelligences
   (f) Plan a classroom which incorporates the key principles of differentiated instruction
   (g) Plan a room arrangement for differentiating instruction
   (h) Plan differentiated lessons
8. Differentiate instruction by:
   (a) Using a variety instructional approaches to accommodate various learning and instructional needs
   (b) Setting up various groupings for instruction and study
   (c) Arranging individualized contracts with students
   (d) Adjusting teaching methods and materials to meet individual needs of learners

Email: Students need to provide a preferred email address. (University of St. Thomas emails can be directed to your personal email account through Webmail, options, settings, and message forwarding.) Online assignments will be due by 11:59 pm of the day listed.

Late work: Tardy work usually results in penalties. Email the instructor in advance if you are encountering difficulties that will cause late submission of work.

Technical Help:
UST IT Services Support Desk: 713-525-6900 (First Option)

Blackboard help: Mr Williams: 713-525-3153 or Ms. Giles: 713-942-3499

ADDITIONAL COMPETENCIES TO BE EVALUATED**:
1. Are you on time to class and when turning in assignments? — 5 points
2. Does your dress and presentation suggest a professional demeanor in a school setting? — 5 points
3. Are the questions you ask suggestive of someone who is adequately understanding and processing the material discussed in class? — 5 points
4. If you have a problem or question about any of your assignments/grades, do you approach the professor in an intelligent, professional, and respectful demeanor? — 5 points
5. Are your assignments presented neatly, well-written, and with thought? — 5 points

Total—25 points

COURSE REQUIREMENTS: Students will be expected to:
1. Read the assigned materials.
2. Attend and participate in all classes. You will be graded on your overall competence and professionalism.
3. Complete required assignments.
ASSIGNMENTS AND GRADING:

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<tr>
<th>ASSIGNMENT</th>
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<th>PT. VALUE</th>
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<tbody>
<tr>
<td>Final Exam</td>
<td>The final exam, a ‘take-home’ exam, will serve as a cognitive organizer for your course experience. It will require critical and higher order thinking skills. The exam will draw on what you have learned from your course related readings/videos. Exam will consist primarily of short essay questions and address course essential understandings.</td>
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<tr>
<td>Plan a DI Lesson</td>
<td><strong>Plan a DI Lesson.</strong> For this assignment, you will plan a lesson (i.e., not just use a strategy) in your classroom using a differentiated instructional approach. If you are not currently teaching, this assignment involves your planning a differentiated lesson in a content area that reflects your level of ‘readiness with the curriculum’. Whether your DI lesson is a real lesson or one based on your understanding of curriculum, your lesson can reflect any of the possible ways to differentiate in Tomlinson’s content-process-product by readiness-interest-learning profile matrix. This matrix will be explained early on in the course. (40 points) For your lesson plan, you can use your school or school district’s format. Regardless of the form you use, it should include the following information. Each numbered item on the following list should have a corresponding number on the lesson plan you use to verify where it has been addressed: 1. In view of Tomlinson’s matrix, how you will be differentiating your lesson. 2. The grade level and content area of your lesson and any important background information about your students. 3. Your specific instructional objective(s) and your TEKS objective(s), if applicable. 4. What will be acceptable evidence that your students mastered the lesson’s objective(s)—that is, how you will assess your students’ learning/mastery of the content and the grading rubric/criteria you will use to do this. 5. Any special preparations or materials you have to make/gather ahead of time for your lesson 6. Any pre-assessment you will do before your lesson. This pre-assessment can</td>
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address student readiness, interests, or learning profiles.

7. A step-by-step description of your instructional activities—including your opening activity, what you will differentiate, how you will differentiate, what the students will do, and how what students will do will vary.

Grading for this assignment will be based on the extent to which your lesson plan addresses all seven items above (3 points), the clarity and specificity of your lesson plan (3 points), the extent to which the lesson plan builds on student variance in a creative and manageable/feasible way (3 points), and the timeliness of submitting this assignment (1 point).

### Pick 2

Pick two strategies for differentiating instruction or assessment on the Differentiating Instruction Strategy List. Each of the strategies you select should be a strategy that you are not familiar with but interests you. You may need to do some preliminary research on the strategies to identify three that appeal to you and thus will make it possible for this assignment to be differentiated for you by interest.

Once you have selected your two ‘new to me’ strategies, the first step is to research each of your strategies. You should gather data to respond to the following questions:

1. How would you describe your strategy?

2. What are the specific steps in planning and using the strategy?

3. Are there any special materials or preparations that are needed for your strategy?

4. What student needs, interests or learning profiles are best met by this strategy?

5. What do you see as the advantages and disadvantages of using this strategy?

6. What recommendations do you have for your strategy’s use—for example, when would it work best to use this strategy (i.e., for test review, when
teaching vocabulary, etc.) and in what content areas and at what grade levels would it be best to use your strategy?

7. Finally, what research, if any, supports the use of your strategy?

Submit a typed paper with each of the above questions answered about your strategy.

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<th>Letter Grade</th>
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<tr>
<td>A</td>
<td>95-100%</td>
<td>B-</td>
<td>80-83%</td>
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<tr>
<td>A-</td>
<td>90-94%</td>
<td>C+</td>
<td>77-79%</td>
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<td>B+</td>
<td>87-89%</td>
<td>C</td>
<td>74-76%</td>
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<td>B</td>
<td>84-86%</td>
<td>C-</td>
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ADDITIONAL INFORMATION:

- Students are expected to strictly adhere to all ethical, informed consent and confidentiality guidelines. Failure to do so may result in very serious consequences at the discretion of the instructor and the university.
- Students are expected to complete all assignments on time. Plan your schedule carefully.
- The instructor may require a student to resubmit an assignment or complete additional assignments in order to confirm competency.
- Attendance/Participation: The University expects all students to be regular and punctual in class attendance. Frequent unexplained absences may result in a student being administratively withdrawn from the course or in a grade reduction or failing grade, at the discretion of the faculty member, in accordance with the faculty member’s attendance policy included on the course syllabus. In addition, in class demonstrations and administrations of tests are impossible to make up. Consistent tardiness will also be penalized.

UST SHARED GOVERNANCE APPROVED POLICIES:
The Code of Student Conduct and other Student and Academic Policies have been established in order to uphold the academic mission and core values of the University of St. Thomas. It is the students’ responsibility to adhere to the rules, regulations and policies of the University as well as Federal, State, and local laws. The approved policies may be accessed through the myStThom portal under UST Shared Governance.

STUDENT ACCOMMODATIONS:
If you have a documented disability that will impact your work in this class, please contact the instructor to discuss your needs. Additionally, you will need to register with the Counseling and Disability Services Office in Crooker Center. This office can be reached at (713) 525-2169 or 6953.

ACADEMIC DISHONESTY
Taking credit for any thought, idea, or work that is not your own is merely plagiarism. Any instance of academic dishonesty will be documented and reported to the Dean of the School of Education. Students will be informed of this action and must submit a written response to the charge. The instructor has the right to
fail the student for the specific project or the entire course. When writing any paper, reference your information, websites, books, etc. that is not your own. Be sure you cite properly and accordingly. Please refer to the APA manual or its website to cite accordingly. Always use 12 pt font, Times New Roman, double space, left justified. Keep in mind that quoting from test manuals when describing tests is not considered plagiarism.

SOCIAL JUSTICE DRAFT PAPER

Be sure to read the 2 page PDF file /attachment.

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### PART B: SCHEDULE OF CLASSES

*subject to changes at the professor’s discretion*

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<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>READINGS</th>
<th>ASSIGNMENT DUE</th>
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<tr>
<td>1. 5/26</td>
<td><strong>The Differentiating Instruction (DI) Framework: What It Is and Its Beliefs and Rationale</strong>&lt;br&gt;<strong>The DI Teacher and Learning Environment</strong>&lt;br&gt;Planning lessons Differentiated by Readiness</td>
<td>Tomlinson &amp; Imbeau (T&amp; I) Understanding Differentiation in Order to Lead and Teaching What You Believe&lt;br&gt;Tomlinson (T) : The Role of the Teacher in a Differentiated Classroom, The Learning Environment in a Differentiated Classroom, and A Look Inside Some Differentiated Classrooms Education. Also, read your T&amp;I textbook chapter on Learning Environment.&lt;br&gt;T textbook : The How To’s of Planning Lessons Differentiated by Readiness. for this module</td>
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<td>Date</td>
<td>Assignments</td>
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| 2. 6/2 | Planning Lessons Differentiated by Interests  
- Planning Lessons Differentiated by Learning Profile  
- Differentiating Content                     | T textbook : The How To’s of Planning Lessons Differentiated by Interests  
- T textbook: The How To’s of Planning Lessons Differentiated by Learning Profile  
- T textbook : Differentiating Content         |
|        |                                                                                                       |                              |
| 3. 6/9 | - Differentiating Process  
- Differentiating Products  
- Classroom Management Strategies for a DI Classroom | T textbook : Differentiating Process  
- T textbook : Differentiating Products  
- T&I textbook : Classroom Routines and Routines in a Differentiated Classroom. Also read in your T textbook : Strategies for Managing a Differentiated Classroom.  |
|        |                                                                                                       | Pick 2 assignment is due.    |
| 4. 6/16| LM#10- Grading and Related Issues in a DI Classroom  
LM#11- Alternative Approaches to DI: Retrofitting and Majority Rules  
LM#12- Winning Others Over to DI  
LM#13- Overcoming Obstacles to DI               | T textbook : Grading in a Differentiated Classroom. Also read in your T&I textbook: Yes But… Common Sticking Points regarding Grading to the Concluding Thoughts section of the chapter.  
- T textbook : Preparing Students and Parents for a Differentiated Classroom. Also read in your T&I textbook : The Invitation to be Part |
<p>|        |                                                                                                       | Plan a DI Lesson. Assignment is due. |</p>
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<td>Read your T&amp;I textbook: Yes But… Common Sticking Points from the start of the chapter up to the Grading section. Please also read the Concluding Thoughts section of this chapter too.</td>
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| 5. 6/23 | | Submit Final Exam |