Differentiated Instruction, EDUC 5331 (KD22)
Summer 2015

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Class Textbooks:

<table>
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<tr>
<th>Author</th>
<th>Title</th>
<th>Publisher</th>
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<tbody>
<tr>
<td>Imbeau, M.B.</td>
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University of St. Thomas Core Values through Social Justice Teachings of the Catholic Church

Subsidiarity: Educational institutions should be organized and governed as possible by the community being served; education should only be controlled at higher levels of society when it cannot be done effectively locally.

Dignity and right of Children: Children possess full human dignity and are bearers of rights which should be recognized and upheld in the educational process.

People have a right to an education: All people have a responsibility, for the good of society, to contribute to and foster education.

Foundational Beliefs

1. Those doing MOST of the work also do MOST of the learning
2. We cannot get better, if we are not willing to take a RISK
3. Learning does NOT occur in a vacuum
4. Reflective practices, allow for the most growth
Course Description

This is a hybrid course that combines face-to-face and on-line classroom instruction through BlackBoard. 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.

Course Objectives

The student will:

1. Explain differentiating instruction
2. Discuss the rationale for differentiating instruction and its relationship to instructional implementation
3. Describe the role assessment plays in differentiating instruction and describe the application of assessment strategies
4. Identify and apply differentiation techniques in the classroom
5. Understand why and how classroom management strategies support differentiating
6. Analyze the instructional factors that can be used to help differentiate instruction
7. Develop lesson plans that include differentiated instruction that respond to identified individual learner needs which include: (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
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

TEExS PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES (EC-12)
COMPETENCIES

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.

Technology Integration

- It is expected that all students routinely use the Internet to extend their knowledge of class content and gather ideas for their semester project(s). In addition, all students are required to communicate by email, complete papers using a word processing program (e.g., Microsoft Word) and routinely reference the Quest and Blackboard Vista Platforms.
- This class will be using BlackBoard as the course platform.
- Registered students are loaded into Blackboard courses from the registration system.
- All course announcements, the course syllabus, assignments, student/professor communication, PowerPoint presentations, required article readings, etc. will be posted onto the Blackboard Platform.
• For technical problems (log in and error messages), please email myStThomhelp@sthom.edu and provide the following information: name, student ID, date of birth, and a description of the problem. Phone 713-525-6900.

Course Requirements

1. Attendance/Participation- 15%/ Students must attend all classes and participate actively in class discussions.

2. Differentiation Technique Application and Presentation- 25%/ Students will select two differentiation techniques/activities and apply them in the classroom. The report/debrief classroom presentation will focus on the following features:

   a. Background and explanation of technique/activity
   b. Purpose/rationale in the classroom as it relates to content, grade, & TEKS
   c. Application process in the classroom
   d. Instructional outcome
   e. Student output/comments/reactions
   f. Student products resulted from the application technique
   g. Reflection and next steps

3. Differentiated Lesson Plan and Application - 30%/ Students will plan an entire lesson that includes a differentiated instructional technique/approach. The lesson must reflect any of the possible ways to differentiate in Tomlinson's content-process-product by readiness-interest-learning profile matrix. For your lesson plan, you can either use your school or school district's format or the one that you will find in the Orientation Module.
The lesson plan must include the following features:

a. In view of Tomlinson's matrix, how you will be differentiating your lesson according to the grade level and content area of your lesson and any important background information about your students.

b. Your specific instructional objective(s) and your TEKS objective(s).

c. 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?

d. Any special preparations or materials you have to make/gather ahead of time for your lesson.

e. Any pre-assessment you will do before your lesson. This pre-assessment can address student readiness, interests, or learning profiles.

f. 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 (use the lesson cycle provided).

5. Final Exam- 40% Will include multiple choice, short answer, and essays.

Grading Scale

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<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100</td>
<td>A-=90-94</td>
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<tr>
<td>B</td>
<td>85-87</td>
<td>B-=80-84</td>
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<tr>
<td>C</td>
<td>75-77</td>
<td>C-=70-74</td>
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<tr>
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<td>D = 65-69</td>
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Course Guidelines and Expectations

Academic Dishonesty
Academic dishonesty seriously undermines the teaching-learning process for which the University exists. Faculty are responsible for ensuring that high ethical standards prevail in all academic matters and for initiating the process, according to the guidelines, that deals with cases of alleged academic dishonesty. Academic dishonesty includes, but is not limited to:

- Cheating on an exam or test, for example, by copying from another's paper or by using unauthorized materials before or during the test;

- **Plagiarism**, which represents as one's own the work of another, whether published or not, without acknowledging the precise source;
• Knowing participation in the academic dishonesty of another student even though one's own work is not directly affected;

• Any conduct which reasonable persons in similar circumstances would recognize as dishonest in an academic setting.

The penalty for an incident of academic dishonesty is, at the discretion of the instructor, either a mark of zero for the work in question or the grade of "F" for the course. For complete procedure consult University of St. Thomas Undergraduate Student Handbook, page 13.

Americans with Disabilities Act
The University of St. Thomas abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of handicap". If you have a documented disability that may affect your performance in this class and for which you may require accommodations, you must be registered with and provide documentation of your disability to Counseling and Disability Services which is located on the second floor of Crooker Center; contact Debbie Jones or Rose Signorello at 713-525-6953 or 713-525-3162.

Attendance:
A student will be administratively withdrawn from a class if he/she misses two classes. For emergency situations, please communicate with the professor. Student will be responsible for obtaining lecture/class materials missed.

Classrooms Disruptions and Discussions
Classrooms disruptions are handled at the discretion of the professor. However, please be mindful of your classmates and be the student you would expect in your own class.

Personal Use of Technology
Cell phones should not be used or be visible during class. Students may step outside if a phone call is necessary. Please refrain from text messaging in class. Laptop computers and the use of the Internet will be permitted only for purposes of note-taking and accessing documents needed for class. However, Internet surfing is not an appropriate use of computers during class time. Not complying with these policies may result in being asked to leave the classroom, resulting in an unexcused absence.

Comprehensive Final Exam:

Students will take one final comprehensive exam. This comprehensive exam may include all material (e.g., assigned readings, articles, discussions, activities and PowerPoint slide
information) from the beginning to the end of the semester. The final has a maximum value of 40 points or 40%. **No makeup sessions for the final exam will be administered with the exception of a documented emergency (i.e., the student is hospitalized or in the case of the demise of an immediate family member, etc.)**

**Late Assignments and Presentations**

- Assignments and presentations are due at the beginning of the class session on the designated date in order to receive full credit.
- Late assignments will not be accepted without the professor's prior approval. In rare circumstances, late assignments may be accepted for a deducted grade of twenty percent of the assignment's total value. In the event that a student is unable to submit an assignment or present on the date due, or prior to that date, it is the responsibility of the student to contact the professor to determine if the assignment can be submitted late.
- Late assignments that are accepted will only be accepted two days after the assigned due date.
- In the case of an emergency, the instructor should be notified before class, in order or a student to receive no deductions for a late assignment.
- Assignments may be e-mailed to the instructor, as long as prior arrangements have been made.

**Library**

Librarians are standing by to help these students. Students can ask a librarian service, they can visit, email, chat, text or phone librarians seven days a week. The details are on the home page: http://www.stthom.edu/library.
<table>
<thead>
<tr>
<th>DATE</th>
<th>LECTURE CONTENT</th>
<th>BLACKBOARD</th>
<th>TEXT READINGS</th>
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<tbody>
<tr>
<td>Week 1</td>
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<tr>
<td>6/1/15</td>
<td>Course Overview; Establish a Common Language on Differentiation, The Teacher Role, and Our Philosophies as Educators</td>
<td>Modules 1 &amp; 2</td>
<td>Tomilson Ch.1-3</td>
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<td>Tomilson &amp; Imbeau Ch. 1-2</td>
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<tr>
<td>Class Activity</td>
<td>Video; Determine differentiation technique to apply in class and present</td>
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<td>Week 2</td>
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<tr>
<td>6/8/15</td>
<td>Planning DI lessons according to Readiness, Interests, and Profile</td>
<td>Modules 3-5</td>
<td>Tomilson Ch.4-7</td>
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<td>Tomilson &amp; Imbeau Ch. 3</td>
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<tr>
<td>Class Activity</td>
<td>Work on class lesson plan and application of strategies in the classroom with selected partner</td>
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<td>Week 3</td>
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<tr>
<td>6/15/15</td>
<td>DI across Content, Process, Products, and Classroom Routines</td>
<td>Modules 6-8</td>
<td>Tomilson Ch.S-10</td>
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<td>Tomilson &amp; Imbeau Ch. 4</td>
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<tr>
<td>Class Activity</td>
<td>Presentations 1-4</td>
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<td>Week 4</td>
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<tr>
<td>6/22/15</td>
<td>Grading and Assessment, Working through the DI Challenges</td>
<td>Modules 9-11</td>
<td>Tomilson Ch.11-13</td>
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<td>Tomilson &amp; Imbeau Ch. 5-6</td>
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<tr>
<td>Class Activity</td>
<td>Presentations 5-8</td>
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<td>Week 5</td>
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<tr>
<td>6/29/15</td>
<td>Winning others over and overcoming obstacles to DI</td>
<td>Modules 12 &amp; 13</td>
<td>Tomilson Ch.14</td>
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<td>Tomilson &amp; Imbeau Ch. 7</td>
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<td>Class Activity</td>
<td>Lesson Plan Due on Black Board</td>
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<td>Final application reflection</td>
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<td>6/30/15</td>
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*Note: This course syllabus is tentative upon distribution and may be changed to meet the needs of the students or by the professor for the good of the entire class.*