EDUC 5331: DIFFERENTIATED INSTRUCTION

Summer 2016

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EMAIL: torrest@stthom.edu Office Hours: Monday & Wednesday
9am to 1pm (and by appointment)

CLASS MEETINGS: Tuesdays, 5:00 p.m. – 9:00 p.m.
San Jacinto College South (Pearland)

SOCIAL JUSTICE TENETS: Selected social justice teachings of the Catholic Church are used to inform the School of Education and Human Services programs. As educators, the tenets of social justice should play a pivotal role in decision-making strategies in Catholic, private, and public schools of all levels.

Subsidiarity: Educational institutions should be organized and governed as much 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 rights 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.

TEXT(s):


COURSE DESCRIPTION: This course is a study of various models of curriculum development and how they are used at the local school level. Pedagogical approaches along with local ISD and state curriculum (TEKS) requirements will be examined. It is the intent of this course to help the teacher develop skills to apply this information in the classroom experience.

STUDENT COMPETENCIES: Upon completion of this course, the student will:

1. assess alternative definitions of differentiation for schools and teachers.
2. compare diverse approaches to differentiating your curriculum planning, curricular choices and curriculum development.
3. turn the challenge of differentiation into a reality.
4. discriminate between modes of differentiation with real-life examples.
5. explain the relationship between lessons, units, and classrooms with differentiated instruction in action.

GRADING SCALE: Based on a 100 point scale, grades will be assigned as follows:

A: 95 – 100  A-: 90 – 94
B+: 87 – 89  B: 84 – 86  B-: 80 – 83
C+: 77 – 79  C: 74 – 76  C-: 70 – 73
D+: 67 – 69  D: 64 – 66  D-: 60 – 63
F: 59 or lower
STUDENTS WITH DISABILITIES: Any student with a documented disability needing academic adjustments or accommodations will need to speak with the professor before the second week of class. All discussions will remain confidential. Students with disabilities will also need to contact Counseling Services in Crocker Center.

COURSE REQUIREMENTS

Your grade in this course will be determined using the following information (late work will NOT be accepted):

CLASS ATTENDANCE AND PARTICIPATION (10 points): The University expects all students to be regular and punctual in class attendance. Frequent and/or 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. Therefore, the attendance policy for this course will be as follows: Your first absence will result in a two point deduction in your final grade, regardless of the reason for the absence (excused or unexcused). Your second absence will incur a 4 point reduction in your final grade, and more than two (2) absences will provide you the opportunity to retake the course.

PICK 3 (20 points): Your first step with this assignment is to pick three (3) strategies for differentiating instruction or assessment on the Differentiating Instruction Strategy List provided to you in the Orientation module. Each of the strategies you select should be a strategy that you are not familiar with but that 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 three ‘new to me’ strategies, you will need to research each of your strategies. You should gather data to respond to the following questions: How would you describe your strategy? What are the specific steps in planning and using the strategy? Are there any special materials or preparations that are needed for your strategy? What student needs, interests or learning profiles are best met by this strategy? What do you see as the advantages and disadvantages of using this strategy? 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? Finally, what research, if any, supports the use of your strategy?

After researching your strategies, you should prepare a written report on your response to the above questions for each of your three strategies. The report should be in the formatted with the strategies listed individually along with a sub-heading for each question for each strategy. A list of your references, in APA Style, should be included at the end of the report. Your written response for each strategy should be three to six (3 – 6) double – spaced pages in length using Times New Roman 12-point font.

LEARNING STYLES ASSESSMENT (10 points): Complete a learning styles assessment with at least 5 students and report the results so that they may be used in your lesson plan assignment. (Note: if you do not currently have access to your students due to the summer schedule, you may use 5 other people.)

D.I. LESSON PLAN (20 points): For this assignment, you will plan an entire lesson (i.e., not just a strategy) for 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.

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. 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 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 (7 points), the clarity and specificity of your lesson plan (5 points), the extent to which the lesson plan builds on student variance in a creative and manageable/feasible way (8 points). You must develop a lesson plan that reflects your learning styles assessment results and teach the lesson to a child using differentiated instructional strategies. Your lesson plan must include goals and objectives as well as instructional techniques. After teaching the lesson, reflect on the experience by addressing the following idea: What went well and what did not and why? What might you do differently next time?

RESEARCH PAPER (25 points): Choose a topic of interest for extensive study, and write a literature review. You must use a minimum of 8 sources (books, peer reviewed articles from major professional journals, etc). Your paper must be double spaced with 1-inch margins and typed using Arial or Courier New font (12 point). Your paper should be of substantial length so as to warrant a thorough review of the literature you reviewed. As you are working on your research paper, keep in mind that its primary function is to show your ability to read and understand scholarly research and to use such research to support your own ideas and opinions. APA format is required.

MODULES 11, 12, & 13 (5 points each module): Since we will not have a face-to-face meeting on 6/28, you must complete these 3 modules that week. This includes watching the lecture provided in the module and completing the discussion board activities. Please note that discussion board posts require that you respond to the initial prompt and then also respond to 2 of your classmates’ responses. All responses must be at least 10 sentences (or 245 words) long and must include evidence of your understanding of the material presented in the module. You must also reference a total of at least two module readings (in the texts) by page number and/or Power Point slides by number.

*Academic dishonesty will not be tolerated. Any instance of academic dishonesty will be documented and reported to the dean. A student may be failed for a specific assignment or the entire course for academic dishonesty.

*Turn off cell phones. Please be advised that classroom disruptions are handled at the discretion of the professor.

SCHEDULE OF CLASSES (Summer 2016)

May 31

Topic: The Differentiating Instruction (DI) Framework: What It Is and Its Beliefs and Rationale

Before class: Read your Tomlinson & Imbeau (T& I) textbook chapters on Understanding Differentiation in Order to Lead and Teaching What You Believe

Topic: The DI Teacher and Learning Environment

Before class: Read your Tomlinson (T) textbook chapters on 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&I textbook chapter on Learning Environment.*

Movie: Dead Poet’s Society or TBD

**June 7**  
**Topic:** Planning lessons Differentiated by Readiness, Interests, and Learning Profiles

*Before class: Read your T textbook chapters on The How To’s of Planning Lessons Differentiated by Readiness, The How To’s of Planning Lessons Differentiated by Interests, and The How To’s of Planning Lessons Differentiated by Learning Profile.*

Movie: Sister Act or TBD

**DUE:** LEARNING STYLES ASSESSMENT (hard copy)

**June 14**  
**Topic:** Differentiating Content, Process, and Products

*Before class: Read your T textbook chapters on Differentiating Content, Differentiating Process, and Differentiating Products*

Movie: Dangerous Minds or TBD

**DUE:** PICK 3 (hard copy)

**June 21**  
**Topic:** Classroom Management Strategies for a DI Classroom

*Before class: Read your T&I textbook chapter on Classroom Routines and Routines in a Differentiated Classroom. Also read in your T textbook the chapter on Strategies for Managing a Differentiated Classroom.*

**Topic:** Grading and Related Issues in a DI Classroom

*Before class: Read your T textbook chapter on Grading in a Differentiated Classroom. Also read in your T&I textbook the chapter on Yes But… Common Sticking Points regarding Grading to the Concluding Thoughts section of the chapter.*

Movie: Great Debaters or TBD

**DUE:** D.I. LESSON PLAN (hard copy)

**June 28**  
**NO CLASS MEETING:** Complete online Modules 11, 12, & 13 (due 6/30/16 at midnight)

**DUE:** RESEARCH PAPER (via email to instructor)