School of Education and Human Services  
EDUC 5331—Differentiating Instruction  
TH: 5-9pm  
HCC (Katy)—Room 606  
Summer 2017

INSTRUCTOR:  
Kanisha J. Porter, PhD  
Phone: 281-928-0212  
Email address: porterkj@stthom.edu  
Office Hours: By appointment

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| 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.* |
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.

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**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 assessment strategies
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

Major Assignments

You will find specific weekly assignments in this syllabus. All assignments must be completed and submitted on the due date. A description of each type of assignment follows.

**Discussion Assignments:** Students are expected to check their email on a regular basis (at least three times a week) and to be active and thoughtful participants of the discussion. Weeks run from Thursday to Thursday—starting June 1st. The instructor will initiate each discussion topic via email and include all students’ email addresses.

Assigned readings and postings are to be completed within the specified time period so that discussions related to the assignments may occur. If for some reason you will be unable to check your email at least three times in any week, please notify your instructor as soon as possible. Appropriate contributions should always be professional and courteous (e.g., no personal attacks).

Before doing the Discussion Assignments:
- Read assigned chapters and other readings (if applicable).

**For your discussion first postings, your response must be at least 245 words in length and reference at least two course resources—readings by page number and Power Points by slide number.** You must also respond (by clicking on reply ALL) to at least two peers. Your responses to peers must be substantial and must indicate “who” you’re replying to. If you miss two Discussions in a row the course instructor will assume you have dropped the course, unless you have notified her in advance.

Your email discussion participation represents 20% of your course grade. A grading rubric for
discussion assignments will be given.

**Movie Assignments.** For these assignments, we will watch several movies and discuss methods used for differentiating instruction. These assignments represent 15% of your course grade.

**MID-TERM QUIZ** (25% of course grade):

The quiz will be completed during class (June 15\textsuperscript{th}), and will serve as a cognitive organizer for chapters covered thus far. The quiz will draw on what you have learned from your course related readings and other assignments. The quiz will consist of true/false questions (must justify answers) and one short answer.

**Plan a DI Lesson.** 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.

For your lesson plan, use your school or school district’s format. The lesson plan 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, the clarity and specificity of your lesson plan, and the extent to which the lesson plan builds on student variance in a creative and manageable/feasible way. This assignment represents 10% of your course grade.
**FINAL EXAM** (30% of course grade):

The final exam is an on-line exam, and 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, your completion of the assignments, and your active and thoughtful participation in discussion boards and the other assignments. The exam will consist of short essay questions and address course essential understandings. You will complete your final exam and submit it on the last day of class (June 29th).

Grading Information

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<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Numeric Range Set by Instructor</th>
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<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>95-100%</td>
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<tr>
<td>A-</td>
<td>3.7</td>
<td>90-94%</td>
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<tr>
<td>B+</td>
<td>3.3</td>
<td>88-89%</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>84-87%</td>
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<tr>
<td>B-</td>
<td>2.7</td>
<td>80-83%</td>
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<tr>
<td>C+</td>
<td>2.3</td>
<td>78-79%</td>
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<tr>
<td>C</td>
<td>2.0</td>
<td>74-77%</td>
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<tr>
<td>C-</td>
<td>1.7</td>
<td>70-73%</td>
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<tr>
<td>D+</td>
<td>1.3</td>
<td>68-69%</td>
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<tr>
<td>D</td>
<td>1.0</td>
<td>65-67%</td>
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<tr>
<td>F</td>
<td>0.0</td>
<td>Below 65%</td>
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Grading:

1. Discussion Assignments (20pts—4 at 5pts each)
2. Movie Assignments (15 pts)
3. Mid-term Quiz (25pts)
4. DI Lesson Plan (10pts)
5. Final Exam (30pts—6 at 5 pts each)

**TOTAL=100pts**

Student Accommodations

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

Professional Standards of Behavior for Students and Faculty

<table>
<thead>
<tr>
<th>Academic Integrity</th>
<th>Taking credit for any thought, idea, or work that is not your own is plagiarism. Any instance of academic dishonesty will be</th>
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</thead>
</table>
documented and reported to the Dean of the School of Education and Human Services. 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.

<table>
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<tr>
<th>Other Issues</th>
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<tr>
<td>In all written work, grammar, sentence structure, organization, and spelling will be of such quality as to be an outstanding model for other educators. All work should be original and prepared solely for the designated assignment.</td>
</tr>
<tr>
<td>It is the instructor’s policy that <strong>late assignments will not be accepted</strong>. Exceptions to this policy are only allowed due to individual extenuating circumstances. It will be at the discretion of the instructor to accept or not to accept late assignments and to make appropriate point deductions for lateness.</td>
</tr>
<tr>
<td>All email correspondence will be through the my.stthom email system. Please check your email through your my.stthom account daily for correspondence and announcements OR have your StThom e-mail account forwarded to an e-mail account that you check regularly.</td>
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Course Schedule

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Read the course syllabus and let the course instructor know if you have any questions about them</td>
<td>June 1&lt;sup&gt;st&lt;/sup&gt;</td>
</tr>
<tr>
<td>Icebreaker: Information about yourself. Please include information about your current teaching position (if applicable), your strengths as a student/professional, and your professional interests related to your career and this course. By everyone introducing themselves, you will get to know your classmates.</td>
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<tr>
<td>Tomlinson textbook chapters 1 &amp; 2 Movie Assignment: Dead Poets Society</td>
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<tr>
<td>Tomlinson textbook chapters 3 &amp; 4 Discussion Assignment #1 Movie Assignment: The Great Debaters</td>
<td>June 8&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Tomlinson textbook chapters 6 &amp; 10 Discussion Assignment #2 Movie Assignment: Freedom Writers Quiz</td>
<td>June 15&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Tomlinson textbook chapters 11 &amp; 12 Discussion Assignment #3 DI Lesson Plan Movie Assignment: To Sir, With Love</td>
<td>June 22&lt;sup&gt;nd&lt;/sup&gt;</td>
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<tr>
<td>Tomlinson textbook chapters 13 &amp; 14 Discussion Assignment #4 Final Exam Movie Assignment: Stand and Deliver</td>
<td>June 29&lt;sup&gt;th&lt;/sup&gt;</td>
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