

Differentiated Instruction for Today's Classroom™

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Overview

This document contains information specific to the course. For general information on PLS Classes including our academic integrity policy and more, please visit this URL:

PLSClasses.com/our-courses/syllabi.

Course Description

Differentiated Instruction for Today's Classroom is a 3-credit hour course that equips educators with the essential knowledge and skills to implement differentiated instruction (DI) in the classroom. As a widely respected, research-based instructional approach, DI provides teachers with effective, manageable strategies for meeting the needs of an increasingly diverse student population within the context of today's challenging standards-based curriculum. Participants gain expertise in a broad range of strategies associated with DI framework as they: establish the learning environment that supports DI, act in the role of a facilitator of learning, implement procedures and grouping that foster choice and self-directedness, develop assessments that guide instruction, and differentiate the content, process, and product of tiered lessons that meet the needs of a diverse student population.

Course Materials

For on-site and remote learning courses, each participant will receive a folder of materials along with access to digital materials. Upon registration, participants may choose to receive a printed participant manual in addition to the digital version.

Participants will receive access to digital materials prior to the first day of class. For remote learning classes, printed materials will be sent to the participant's provided address. For on-site classes, printed materials will be distributed on the first day of class.

Online class materials will be accessible through the learning management system (LMS).

Course Outcomes

Upon completion of this class, the learner will be able to:

1. Evaluate course-related, research-based literature and resources, express opinions, and make correlations to the classroom and teacher practice.
2. Expand expertise and enhance teacher practice by researching, engaging in, and sharing methods, strategies, and activities related to differentiated instruction.
3. Apply course concepts by reflecting on teaching and making correlations to the classroom and teacher practice.
4. Establish the essentials of an effective DI learning environment as it relates to the role of the teacher and classroom management.
5. Develop pre-assessments and a formative assessment for a lesson and use the data to modify instruction to meet the needs of learners with a higher and a lower level of readiness.
6. Design learning experiences that utilize choice-oriented DI strategies to provide appropriately challenging work and adequate levels of support.
7. Design collaborative inquiry or problem-based learning experiences that differentiate learning and develop skills of self-directedness.
8. Design a differentiated tiered lesson that differentiates content, process, and/or product for three tiers of readiness.

Course Topical Outline

	List of Concepts
<p>Section 1: Introduction to Differentiated Instruction</p>	<p>Welcome and introduction to the course; DI compelling whys: 1) a community of diverse learners: amazing faces activity; 2) overcoming hurdles; 3) inspiring insights; course framework pyramid; course outcomes (K-U-DOs); self-assessment of course K-U-DOs; flexible grouping: establish home-base groups, group interaction skills; section overview, K-U-DOs, and essential concepts and skills; characterizing DI: DI <u>is</u> and DI <u>is not</u> activity; The DI Framework (FRAME-CAB): Flexibility— Respectful work; Attention to student differences; Modifications in content, process, and product; Essential concepts and skills; Collaborative coaching; Assessment guides instruction; Belonging; K.I.M. graphic organizer: key terms, information, mnemonic to process FRAME-CAB; FRAME-CAB tune-up review; revisit the guiding questions; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete an assessment that requires reflective practice.</p>

<p>Section 2: The DI Learning Environment</p>	<p>Section anchor activities, overview, K-U-DOs, and essential concepts and skills; DI experience continuum; the DI teacher’s role: facilitator responsibilities and collaborator responsibilities; three metaphors for the DI teacher’s role; qualities of an effective DI teacher; DI classroom management: procedures and routines; observing the DI classroom video; DI classroom management strategies: categories and clear directions; self-directed strategies: ANCHORS (S-1) and AGENDAS (S-2); compare and contrast anchors and agenda; revisit the guiding question; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; identify journey from theory to practice—one step at a time; complete an assessment that requires the research and review of educational literature; complete an assessment that requires research of methods, strategies, and activities that are content specific and expand expertise; complete an assessment that establishes a DI learning environment.</p>
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<p>Section 3: Assessment Guides Instruction</p>	<p>Section anchor activities, overview, K-U-DOs, and essential concepts and skills; assessment <i>of</i> learning and assessment <i>for</i> learning; benefits of assessment <i>for</i> learning; THINKING PROCESSES ASSESSMENT (S-3); Attention to student differences: assessing levels of readiness before, during, and after instruction; assessing interests and what students like; assessing learning profile and how students learn; social preferences; environmental preferences; sensory styles: kinesthetic, tactual, auditory, and visual; cognitive styles: concrete and abstract perception and global and sequential organization; dominant multiple intelligences inventory: verbal-linguistic, logical-mathematical, visual-spatial, bodily-kinesthetic, musical-rhythmic, intrapersonal, interpersonal, and naturalist; multiple intelligences tasks; revisit the guiding questions; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; home-base group interaction skills self-assessment.</p>
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<p>Section 4: Standards-Based Differentiated Instruction</p>	<p>Section anchor activities, overview, K-U-DOs, and essential concepts and skills; standards-based differentiated instruction; the process for differentiating instruction: 1) plan a standards-based unit of study; 2) pre-assess; 3) establish tiers of readiness and instructional needs; 4) differentiate instruction; examining the process using agendas: instructor, individual, and group; Step 1: reflective assessment choice window and scenario discussion; Step 2: purpose of pre-assessment and scenario discussion; Step 3: three-tiered instruction and stop and think discussion; Step 4: differentiating content, process, and product and stop and think discussion; zone of proximal development and process activity; scaffolding and process activity; formative assessment on ZPD and scaffolding; differentiating content: materials and access; differentiating process: differentiating activities; analyzing the differentiation of content and process: geometric shapes; differentiating product: product options; analyzing the differentiation of content, process, and product: analyzing advertisements; 5) ongoing assessment guides instruction; Step 5: THE EQUALIZER (S-4); the equalizer continuum examples; revisit the guiding questions; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; course K-U-DOs self-assessment; journey from theory to practice—one step at a time; complete an assessment that requires a readiness pre-assessment, interest or learning profile pre-assessment, readiness formative assessment, one modification for a higher readiness tier, and one modification for a lower readiness tier.</p>
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<p>Section 5: DI Strategies— Instructional Flexibility</p>	<p>Section anchor activities, overview, K-U-DOs, and essential concepts and skills; THINK DOTS (S-5) review; video: observing the DI classroom; FRAME-CAB correlations evident in the video; flexible grouping: linking line-ups, 3 x 3 x 3 = DI³ graphic organizer and examples; the strategies ladder: DI strategies with identified levels of choice and self-directedness; DI for students with special learning needs: Center 1: ELLs— awareness activity and guidelines for ELLs; Center 2: DI for Students with Attention-Deficit/Hyperactivity Disorder (ADHD) —learning with distractions activity and the equalizer for students with ADHD; Center 3: DI for Students with Learning Disabilities—reading simulation and scaffolding for students with LD; revisit the guiding questions; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; home-base group interaction skills self-assessment.</p>
<p>Section 6: DI Strategies— Choice</p>	<p>Section anchor activities, overview, K-U-DOs, and essential concepts and skills; the strategies ladder; SIMPLE JIGSAW (S-6) and EXPERT JIGSAW (S-7)—the power of choice: the importance of relevance, appropriately challenging work, and ownership and responsibility; CENTERS (S-8) and STATIONS (S-9); compare and contrast centers and stations; multicultural MI centers; the presentation choice board: AGENDAS (S-2), CHOICE BOARDS (S-10), and TIC-TAC-TOE BOARDS (S-11); choice board presentations; RAFT (S-12) role, audience, format, and topic activity: cool creature RAFT; planning a content-oriented RAFT; add-a-RAFT round robin; revisit the guiding question; revisit the guiding question; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete an assessment that requires the design of a lesson that utilizes two DI strategies that provide choice.</p>

<p>Section 7: DI Strategies— Self-Directedness</p>	<p>Section anchor activities, overview, K-U-DOs, and essential concepts and skills; community building: TELL-ME-MORE INTERVIEWS (S-13); dispositions of self-directed learners: self-managing, self-monitoring, self-modifying; SELF-DIRECTED DISCUSSION (S-14); Disposition 1: Self-Managing: managing impulsivity; thinking flexibly from multiple perspectives; questioning; applying past knowledge; gathering data from many channels; and imagining, innovating, and creating; Disposition 2: Self-Monitoring: awareness of one’s own thinking, persisting, monitoring clarity and accuracy, and listening to others with understanding and empathy; Disposition 3: Self-Modifying: thinking and communicating with clarity and precision, responding with wonderment and awe, continuous learning; COLLABORATIVE INQUIRY (S-15); observing the DI classroom video: Inquiry Stations; identify self-directed learner skills observed; collaborative inquiry activity: images as messages; PROBLEM-BASED LEARNING (S-16): history mystery; expanding expertise exchange of content-specific examples of DI strategies; revisit the guiding question; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; course K-U-DOs self-assessment; journey from theory to practice—one step at a time; complete an assessment that designs a lesson that utilizes collaborative inquiry or problem-based learning, identifies one example of differentiation of content, process, or product, identifies three skills of self-directedness evident in the lesson.</p>
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<p>Section 8.1: Differentiated Tiered Instruction</p>	<p>Section anchor activities, overview, K-U-DOs, and essential concepts and skills; TIERED INSTRUCTION (S-17); $3 \times 3 \times 3 = DI^3$; criteria for designing tiered lessons; decision points planner for DI: Why?, What?, and How?; analyzing decision points in tiered lessons: geometric shapes lesson and analyzing advertisements lesson; analyzing tiers and decision points: amusement park rides lesson and erosion lesson; interest-based tiered instruction: pioneers; add an interest-based tier to three-dimensional objects lesson or sensory awareness lesson; learning profile-based tiered instruction: vaping/smoking; add a learning profile-based tier to solar system lesson or Antarctica lesson; <i>Leo the Late Bloomer</i> reflection; plan a differentiated tiered lesson; complete a synthesis assessment that requires the design of a three-tiered differentiated lesson.</p>
<p>Section 8.2: Differentiated Tiered Instruction</p>	<p>A tiered lesson on tiered lessons: come fly with me; Tier 1: analyze the tiers and decision point for amusement park rides lesson or erosion lesson; Tier 2: differentiate content, process, and/or product for students who are at a higher or lower level of readiness; Tier 3: differentiate content, process, and/or product for students who are at a higher and lower level of readiness; readiness-based tiered instruction: physics lesson and density and buoyancy lesson; using the equalizer to differentiate; Bloom’s thinking processes; design readiness-based tiers for Mathematics: surface/volume; Science: water displacement; Social Studies: pandemics; or Language Arts: fables, myths, and tales; revisit the guiding question; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; home-base group interaction skills self-assessment; course K-U-DOs self-assessment; journey from theory to practice—one step at a time; design a differentiated tiered lesson.</p>

Section 9: Individualized DI and Implementation	Section anchor activities, overview, K-U-DOs, and essential concepts and skills; I-SEARCH (S-18); centers for individualized DI: Center 1: Gifted Learners—myths and truths discussion about gifted learners; Center 2: LEARNING CONTRACTS (S-19)—jigsaw read and discussion of learning contracts; and Center 3: CURRICULUM COMPACTING (S-20)— compelling whys discussion; grading practices: fair vs. equal graph; thinking back, thinking forward; grading practices; assessment <i>for</i> learning; revisit the guiding questions; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; K-U-DOs self-assessment; course conclusion: words of wisdom—one step at a time.
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Course Portfolio Assessments

Correlations to Course Outcomes and Institutional Outcomes

Throughout the course, participants complete a Course Portfolio which includes a multicomponent Action Research Project comprised of several Action Research Assessments, as well as multiple Application Assessments aligned to Course Outcomes. The Action Research Assessments comprise 50% of the final grade and the Application Assessments comprise the other 50% of the final grade in accordance with the Course Portfolio Assessments table shown here. Grades are assigned in accordance with the criteria for each corresponding rubric.

Course Portfolio	Pts.	Correlations to Course Outcomes
Assessment 1: Resource Reviews	30	Outcome 1
Assessment 2: Expanding Expertise	35	Outcome 2
Assessment 3: DI Think and Reflect	20	Outcome 3
Assessment 4: DI Learning Environment	20	Outcome 4
Assessment 5: The Process for Differentiating Instruction	20	Outcome 5
Assessment 6: DI Strategies—Choice	25	Outcome 6
Assessment 7: DI Strategies—Self-Directedness	15	Outcome 7
Assessment 8: Differentiated Tiered Lesson	35	Outcome 8
Action Research Assessments Total	100	

Application Assessments Total	100	
Course Portfolio Total	200	
Virtual Classroom and Reflection/Discussion Forum {REMOTE LEARNING ONLY}	TBD	Outcome 3
Supplemental Assessment 1: Learner Variance	[15]	Outcome 4
Supplemental Assessment 2: Individualized Learning	[15]	Outcome 7
Final Course Portfolio Total		

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Additional Information

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