

School of Education
Department of Curriculum and Instruction
Course Syllabus for Fall 2006

Differentiated Instruction CUI 622-01
Meeting time: Wednesday 12-2:50PM
Room: Curry 312

Course Prerequisite: Admission to the M.Ed. in Curriculum and Instruction program, successful completion of CUI 545, CUI669, ERM605, and a minimum of 15 semester hours in the Pedagogical Expertise area.

Instructor: Dr. Jean Rohr
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336B Curry
Email: j_rohr@uncg.edu

Office Hours: After class or by appointment: You can contact me via email at any time

Required Reading:

Tomlinson, C.A. (2001). How to differentiate instruction in mixed-ability classrooms, 2nd edition, Alexandria, VA., ASCD

Additional readings:

Achinstein, B., Barrett, A. (2004). (Re)Framing Classroom Contexts: How New Teacher and mentors View Diverse Learners and challenges of Practice *Teacher College Record*, 106,4, pp. 716-746 (WN: 0409400447004)

Bowerman, M. (2005). Technology for all: Successful strategies for meeting the needs of diverse learners. *The Journal* (www.thejournal.com).

Brown, K. (2005) From teacher-centered to learner-centered curriculum: Improving learning in diverse classrooms, *Education*, 124, 1, 49-54. *magazine*, 77, 4, 17-19 (WN: 0500104741008)

Davis-Wiley, P. (2002). A demographic profile of diversity in the United States: Who are the Newcomers of the 21st Century?

Gray, K., Waggoner, J. (2002). Multiple intelligences meet Bloom's Taxonomy. *Kappa Delta Pi Record*. 38, 4, 184-187 (WN: 0219605886010)

Hertzog, N. B (2005, Equity and Access: Creating General Education Classrooms Responsive to Potential Giftedness, *Journal for the Education of the Gifted* 29 no2 213-57 Wint 2005

Miller, S. D. (2002). How high and low-challenge tasks affect motivation and learning, implications for struggling learners. *Reading and Writing Quarterly*, 19, 39-57.

Nevin, N. & Knoblock, N. (2005),. Is your classroom the happenin' place to be? *Agriculture education*

Ryan K., & Cooper, J.M. (2007) *Those Who Can, Teach*, NY: Houghton Mifflin Company – Eleventh Edition

Supreme Court rules in widely watched special education case (2006)
American Teacher, 90,5, 18

Stainback, W., & Stainback, S. (1992) *Controversial issues confronting special education: Divergent perspectives*. Boston: Allyn & Bacon

Tomlinson, C., Brighton, c., Hartberg, H., Callahan, C., Moon, T., Brimijoin, K, Conover, L, & Reynolds, T. (2003). Differentiating Instruction in Response to Student Readiness, interest and Learning Profile in Academically Diverse Classrooms: A Review of Literature. *Journal for the education of the gifted*, 27, 23, 119-145.

Course Overview: Course designed to help educators plan and implement methods appropriate for assessing individual learning needs in a performance-based curriculum, and constructing, implementing and evaluating a long-term instruction plan in specific content areas (s). (UNCG Graduate School Bulletin.) The course is presented in two parts The Rationale and The Application. Part I, the rationale, is presented in a lecture format and includes several guest lecturers. Here we examine the importance of differentiating instruction for today's diverse student population (the advanced learner, the student on grade level, the student with special needs and the English language learners). Part I also examine the issue concerning the purpose of school and looks at the role of motivation in student learning Part II, The Application provides students with an opportunity to practice what they have learned. In this section, students will examine video of classroom activities; discuss instances of differentiated instruction or lack thereof. Students will create cooperative learning communities in which they develop mini lessons and practice instructional strategies aimed at differentiating instruction for all learners.

Teachers Academy conceptual Framework Mission Statement:

The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators, who work in diverse settings. This mission is carried out in an environment that nature the active engagement of all participants, values individual ad well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education program are guided by shared commitments to: (a) equity and excellence in teaching, research and service, (b) professional integrity and ethical deliberation in dealing with students professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills, and dispositions through the preparation and continuing professional development of teachers, principals, and other school personnel.

Course Objective:

Upon completion of this course, students will be able to:

- Identify students' learning strengths and areas needing further strengthening
- Develop a comprehensive lesson plan in which they develop instructional strategies aimed at differentiating instruction for all students
- Align curriculum objectives in a selected content area with levels of learning
- Incorporate the use of technology as a tool for differentiation instruction
- Implement and evaluate lessons that facilitates differentiated learning

Course Goals:

In addition to the objectives cited above, you will complete assignments in this course that may be useful in preparing various portfolios that you complete as a part of your M.Ed. degree as shown in the following table:

Note: Students needing special accommodations and modifications please see instructor

Assignment	INTASC Standard	INSTE-NETS for teachers	M.Ed. Advanced Competencies
Initial field assignments (25% of final grade)	3-Diverse learners 4-Motivation & management 9- Reflective Practice 9- Professional growth	NETS II	<ul style="list-style-type: none"> • Connecting Subject/Learner • Instructional Expertise • Knowledge of Learners • Research Expertise • Professional development and Leadership • Knowledge of Learner
Completion of field assignment (25% of grade)	1-Content Pedagogy 2-Student development 3-Diverse learners 4-Multiple instructional Strategies 6-Communication and Technology 7-Planning 9- Reflective Practice 9- Professional growth	NETS III	<ul style="list-style-type: none"> • Instructional Expertise • Knowledge of Learners • Connecting Subject Matter and Learners
Classroom technology plan essay (10% of grade)	7-planning	NETS II	<ul style="list-style-type: none"> • Computer subject matter and learners

Final project – Differentiating content, process, product – 40% of grade	1-Content Pedagogy 2-Student development 3-Diverse learners 4-Multiple instructional Strategies 6-Communication and Technology 7-Planning 8-Assessment 9- Reflective Practice 9- Professional growth	NETS II & VI	<ul style="list-style-type: none"> • Connecting Subject/Learner • Instructional Expertise • Knowledge of Learners • Research Expertise • Professional Development and Leadership • Knowledge of Learner
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Attendance, Participation, and professionalism: In this class, we will create a community of reflective learners. As a result, active participation and attendance is expected. In addition, all class members will abide by the UNCG Academic Integrity Policy. Please be sure to read this policy at: <http://saf.dept.uncg.edu/studiscp/Honor.html>. As an example, this means that all resources (books, articles, Internet resources) are referenced using APA style. An APA quick reference sheet is available on the Internet at <http://library.uncg.edu/depts/ref/handouts/apa.html>

Attendance, preparation for, and participation in this class are expected. More than one excused absence will adversely affect your grade in this course. Arriving late or leaving early more than twice will also affect your grade in this course.

Assignments: You are expected to have completed all reading and assignments prior to class. All written assignments are due at the beginning of class. If an assignment is to be late, prior notification and approval must be gained from the instructor. The following is a brief overview of the different assignments. More detailed guidelines for these assignments will be distributed and discussed in class and/or placed on Blackboard in the “Assignments” folder.

Field assignments (A): (25 points)

Please present to your site supervisor(s) a comprehensive lesson plan for a differentiated lesson you hope to teach for your final field assignment. This plan is more detailed than usual and requires that you reflect deeply on each of your students (knowledge of the learner). As such, you will determine the content you hope to teach and how you plan to ensure each student benefits positively from your instruction (connecting subject /learner and instructional expertise). Please note you will need a grade of 20 or better on this assignment in order to complete Field Assignment B. A grade of less than 20 will require that you re-do the assignment in order to improve your grade. You are allowed two attempts to improve the grade. If you fail to improve the grade you will not be able to complete field assignment B, and therefore would receive a failing grade in this course.

(I strongly suggest you discuss your plan with your OSTE. Get some insight from him/her about: each student, each student's learning styles, each student's needs, interests and readiness)

Note: Since your supervisor (s) and OSTE are working within demanding schedules please note that it is your responsibility to make arrangements with them for your discussion and observation in a timely fashion. Your supervisor will collect all lesson plan and observation evaluation forms by November 15th (No exceptions please)

Field Assignments (B): (25 points)

For this assignment, you are required to teach the lesson you prepared for field assignment A. This assignment is worth 25 points and will be graded by your OSTE and site supervisor. (Please see Rubric 2 - rubric for grading differentiated lesson)

Final Project – Putting it all together (40 points)

Self reflection and evaluation of how I developed and executed a differentiated lesson for my students, and the lessons learned

This presentation is more difficult than it might first appear. The purpose of this presentation is to provide you with opportunity for meaningful practice in two essential areas of your profession, reflection and presentation. As such, you are required to reflect on your performance as a pre-service teacher attempting to differentiate instruction for students in your classroom. Each of you has 10 minutes in which you will briefly describe what you did for field assignments A and B. Knowing that every lesson can be improved and greatly enhanced, you will critique your own initial efforts, discuss areas of strengths and weaknesses, students' receptiveness or struggles, and classroom climate. Additionally, you are to discuss areas you would improve or change if you were to teach this lesson again. Your presentation should reflect clear organized thoughts which permit your audience to plainly follow your argument. Points will be deducted if you exceed your 10 minutes, ramble, or talk for less than 5 minutes. (There will be more information about this assignment during class)

Classroom Technology Application Plan / essay (NETS, 2) - (10 points)

Instructions for this essay: In your reflective essay, describe the following:

(a) How you plan to use the technology to teach your students during student teaching. Describe the hardware and software resources available at your student teaching site and analyze ways you can integrate technology hardware and software into your curriculum during student teaching. Also describe what you would like to be able to do with technology, if your resources are limited. (b) How you anticipate using technology during your first year in your own classroom. Pretend that you will have at least one networked computer, a printer, and Internet access, as well as weekly access to a lab of 15 stations during your first year of teaching. In both cases your plans should be grounded in the NC Computer Skills Curriculum (choose one specific grade level), so suggest ideas for integrating technology by analyzing the required technology competencies your students must learn at their grade level and important objectives from the NC Standard Course of Study. Appraise how your ideas will benefit your

students and you as a teacher. Finally, project into the future and discuss several ideas about how you would like to integrate technology if you had unlimited resources and access to hardware and software. Be sure to address each aspect of NETS #2 in your reflective essay.

Links to NC
Tech/Computer
Skills Curriculum

— Pass Revise

Rubric 1 – technology plan (task stream)

NETS II Learning environments and experiences supported by technology				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
attention to developmental needs and student diversity	minimal	moderate	adequate	high
attention to current research and theory when planning technology-rich learning activities	no attention	minimal	mentions	applies
shows critical thinking when selecting software	none	minimal	some	extensive
anticipates technology-related classroom management issues and plans accordingly	does not anticipate or plan accordingly	anticipates, but does not plan alternative actions	anticipates and plans a course of action	anticipates and plans multiple courses of action

Rubric 2 - Rubric for grading differentiated lesson (maximum points 25)

Criteria for Excellence	Needs Work (1-2 pts.)	Satisfactory (3 pts)	Good (4 pts)	Excellent (5 pts.)
Presentation shows a solid				

understanding of the need to differentiate instruction as evidenced by planning and demonstration of knowledge of content pedagogy				
Presentation shows a solid understanding of the need to differentiate instruction as evidenced by the use of several tactics to aid in conceptualizing instruction for all students.				
Presentation shows a solid understanding of the need to differentiate instruction as evidenced by the use of several tactics to provide the learner with control of the instruction				
Presentation shows a solid understanding of the need to differentiate instruction as evidenced by the use of technology to enhance learning				
Sample lesson plan shows a solid understanding of the need to differentiate instruction as evidenced by the development of instruction for diverse learners				

Comments

OSTE _____

Supervisor _____

Date:

Rubric 3 Final presentation

Criteria for Excellence	Needs Work (1-2 pts.)	Satisfactory (3-4 pts)	Good (5-7pts)	Excellent (8-10) pts.)
Use of reflection cycle in critique				
Analysis of effort				
Clarity of presentation				
Attention to time limit				
Total				

Tentative Course schedule

Date	Course Format	Planed topic sequence	Reading / Assignment Due	Instructor
<u>Part 1 - The Rationale</u> Aug 16	Lecture	Introduction Syllabus/Assignments Discussion – What does differentiated instruction mean to you?	Read: Is your classroom a happening place to be?	Dr Rohr
Aug 23	Lecture	Why do we teach? What is the purpose of school?	Read: Tomlinson text pages 1-26 (Chapters 1-4) Read: What is school – Ryan and Cooper	Dr. Rohr
August 30	Lecture	So why do we need to differentiate? The concept of universal design	Chapter from differentiation text Chapter from UD text	Dr. Rohr
Sept 6	Lecture	What is the role of motivation?	Read: Miller article – High/low challenge tasks.	Dr. Miller
Sept 13	Lecture	Differentiation and the student with special needs	Read: 1. Controversial issues confronting special education: Divergent perspectives	Dr. Rohr

			2. Supreme Court rules	
Sept 20	Lecture	Differentiation and the English Language Learner	Read: 1. Tomlinson pages 45-71 (chapters 8-10) 2.A demographic profile of diversity in the United States	Alicia Serrano
Sept 29	Lecture	Differentiation and the advanced elementary school learner	Read: Equity and Access: Creating General Education Classrooms Responsive to Potential Giftedness	TBA
<u>Part II – The Application</u> Oct 4	Practice	Learning how to conceptualize instruction for ALL students	Read: Differentiating Instruction in Response to Student Readiness, interest and Learning Profile in Academically Diverse Classrooms”	Dr. Rohr
Oct 11	Practice	Learning how to conceptualize instruction of ALL students (continued)	Read: Reframing classroom contents: How new teachers and mentors view diverse learners and challenges of practice.	Dr. Rohr
Oct 18	Practice	Learning how to give my students control of the instruction	Read: From teacher-centered to learner centered curriculum: improving learning in diverse classrooms.	Dr. Rohr
Oct 25	Practice	Learning how to give my students control of the instruction (continued)	View video on the differentiated classroom	Dr. Rohr
Nov 1	Practice	Assessment in the differentiated classroom	Tomlinson pages (72-97) Read: Technology for all. Technology plan / essay due in task stream for the following students: Leeds, Virginia, Lovick, Chere Nettles, Sarah, <u>Nichols, Allison H.</u> , Reece, Zachary, Riggs,	Dr. Rohr

			Alysa, Riley, Jeanne, Sides, Tracy, Swagler, Danielle, Walker, Jennifer Wilson, Mary, Wood, Stephanie	
Nov 8	Practice	Assessment in the differentiated classroom	Technology / essay plan due in task stream for the following students: Leeds, Virginia, Lovick, Chere Nettles, Sarah, <u>Nichols, Allison H.</u> , Reece, Zachary, Riggs, Alysa, Riley, Jeanne, Sides, Tracy, Swagler, Danielle, Walker, Jennifer Wilson, Mary, Wood, Stephanie:	Dr. Rohr
Nov 15	Practice	Putting it all together	<ul style="list-style-type: none"> • Final Project - Student presentation • Field assignment grades A and B due to site supervisor) – No exceptions please 	Benavides, Aerin, Berutti, Lindsey, <u>Caddell, Dana</u> , Carwile, Keri, Clar Janis, Cosgrove, Kathleen, <u>Cullen, Melissa</u> , Davis, Katie, Duckett, Gina, Grafton, Jennifer, Killen, Logan King, Kellie
Nov 22	No class	UNCG CLOSED		
Nov 29	Practice	Putting it all together	Final Project - Student presentation	Leeds, Virginia, Lovick, Chere Nettles, Sarah, <u>Nichols, Allison H.</u> , Reece, Zachary, Riggs, Alysa, Riley, Jeanne, Sides, Tracy, Swagler, Danielle, Walker, Jennifer Wilson, Mary, Wood, Stephanie