

EDUC 424- Differentiated Instruction

I. Course Description:

A methods course required of all teacher candidates. The course will prepare teacher candidates to meet the diverse needs of ALL students, including the culturally diverse, gifted, at-risk, second language learner, and those with special needs, in inclusive educational settings. Attention will be focused on the process of identifying the individual needs of students and creating effective teaching techniques to address those needs, primarily through the use of differentiated instruction. The teacher candidate will complete a 12 hour field experience in a setting that involves students from diverse cultural backgrounds who may also have special educational needs. Students will practice creating diversified lessons and assignments of their own.

II. Course Goals

Students in today's classrooms are very diverse. Every single student has different needs, abilities, interests, social circumstances, and cultural backgrounds that need to be uncovered in order to optimize the learning potential of each child. Differentiated teaching offers opportunities to address these varied learning needs and this course will provide techniques to encourage differentiation across the curriculum, at all levels, and on a regular basis. You should leave this course equipped to identify student need, differentiate instruction, and authentically assess student learning growth.

III. Course Goals

- a. Discuss the effects that race, culture, finances, demographics, and families have on students with diverse needs and the schools they attend.
- b. Demonstrate a desire to know the individual gifts, abilities, and challenges of all students, with the goal to develop student learning progress for all.
- c. Understand Cultural Lens Theory and its implications on personal perception and ability to work with individuals of various cultures.
- d. Design and implement culturally inclusive lessons and teaching strategies.
- e. Display knowledge of techniques used to create working relationships with parents and other school staff, including administration.
- f. Demonstrate the need to establish relationships with students that result in a positive learning climate and promote recognition of diversity.
- g. Display knowledge of classroom management strategies necessary to be successful in a differentiated learning environment.
- h. Create instructional plans that demonstrate research-based teaching methods and instructional interventions that consider student needs, abilities, and curriculum and resources (including the use of technology) to ensure that instruction is differentiated, relevant to students, and rigorous.

- i. Create instructional plans that modify, adapt, and differentiate instruction and accommodations based on data analysis, observation, and student need.
- j. Create instructional plans that incorporate diverse strategies within a single lesson plan to address various learning needs.
- k. Demonstrate the knowledge of how to effectively use both informal and formal assessment tools in differentiated classrooms

IV. Methodology

- a. Lecture
- b. Small Group Discussion
- c. Large Group Discussion
- d. Power Point
- e. Case Study Discussions
- f. Group Presentations
- g. Partner projects

V. Student Roles

- a. Complete reading assignments before class
- b. Participate in class discussions
- c. Come to all class sessions.
- d. Complete a 12-15 hour field experience, unless otherwise excused.
- e. Submit all assignments on time.

VI. Course Assignments

- a. **Reading Annotations:** A significant amount of learning in this course will come directly from your assigned chapter readings. You will read and annotate the course text and this will be collected and reviewed three times throughout the semester. See *Annotations Assignment Sheet* on Blackboard for further details.
- b. **Chapter Reflections:** Each chapter has assigned reflection questions. These questions should help you apply course content to your future teaching setting. Three reflection papers are due throughout the semester. See *Reflection Assignment* on Blackboard for further details.
- c. **Differentiation Application Assignments:** You will be asked to apply course content by sharing further differentiation strategies pertinent to your grade level or subject area. See *Differentiation Applications* on Blackboard for further details.
- d. **Partner Lesson:** You and a partner interested in the same grade level or subject area will create a differentiated lesson plan and teach a portion of the lesson to part of the class. See *Partner Lesson* on Blackboard for further details.
- e. **Field Experience:** Participate in a diverse setting for a 12-15 hour experience. You will complete a reflection assignment, with special attention paid to the Cultural Lens Theory we will discuss in class. See *Field Experience Reflection* on Blackboard for further details.

- f. **Cross Cultural Paper:** This reflection paper requires a title page and should be 2-3 pages in length. It is to be a thoughtful, summative reflection on a number of cross cultural experiences and learning opportunities from this class and prior classes including field experiences for both ED 424 and PSY 324, the poverty simulation (EDUC 201), and Banks' theory on multi-cultural education (EDPS 210), and Cultural Lens Theory (Ed 424). You must clearly identify how these experiences have shaped your thoughts about educating diverse students. This paper must also be placed in your Teacher Education Portfolio under The Diversity Requirement.
- g. **Miscellaneous Assignments** will be given throughout the semester in addition to the specific assignments listed above.
- h. **Final Exam:** Take home essay exam due Monday of Finals Week

VII. Required Text

Tomlinson, Carol Ann.(2001). *How to differentiate instruction in mixed ability classrooms*. (2nd ed.). Alexandria, Virginia: ASCD.

VIII. Evaluation

Class participation/attendance	60
Annotations	60
Reflections	60
Differentiation Application	50
Flipped Classroom Application	20
Partner Lesson	50
Lens Theory/Field Experience Project	30
Cross Cultural Paper	50
Final Exam	50
Miscellaneous	30

Total 460

IX. Other Information

a. Course Workload

In the face-to-face, online, and hybrid classrooms at Concordia University, Nebraska, credit hours are amassed in a course through student-to-instructor interaction, student-to-student interaction, Blackboard activities, contact with course-specific content, assignments, assigned videos, and other activities. No matter the length of the course meeting time in weeks or the amount of face-to-face instruction in the course, students can expect to devote at least 126 hours for each 3-credit course.

b. Course Participation

Federal Financial Aid regulations, which Concordia observes for all students, require that students regularly participate in courses in which they are enrolled. All students must

log into the course management system (Blackboard) or participate in a face-to-face session weekly in order to avoid being tagged as a non-participant. Students must use the Concordia Blackboard and e-mail messaging systems to contact instructors and advisors. Students who are unable to participate regularly in their course for any reason should contact their instructor and their advisor. Students who intend to withdraw from a course or a program should notify their instructor and advisor.

c. Academic Integrity

At Concordia University Nebraska, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility, and respect. As a student, you are required to demonstrate these values in all of the work you do. Participating in a behavior that violates academic integrity (e.g., plagiarism, unauthorized collaboration, multiple submissions, cheating on examinations, or fabricating information) will result in your being sanctioned. Violations may subject you to disciplinary action including the following: receiving a failing grade on an assignment or examination, receiving a failing grade for the course, and/or being suspended from the university.

d. ADA

Students with a documented disability, who need reasonable accommodations, should contact ADA & Academic Support located in Link Library to arrange an appointment to discuss their individual needs. Students are also encouraged to notify their instructors immediately about any disability-related academic needs they may have. To contact the ADA and Academic Guidance Coordinator, Angel Hoppe, please call 402.643.7377 or 800.535.5494 ext. 7377 or email Angel.Hoppe@cune.edu.

e. Emergency Information

In inclement weather, check your e-mail, Blackboard, and the Concordia website (www.cune.edu) for information. Your instructor may utilize Blackboard to make-up course time, so please check Blackboard if a class is cancelled. In the event of an emergency while you are in a face-to-face class, follow the instructions of your instructor, ensure you are in a safe location, and, after you are in a safe location, check in with your instructor before leaving so that he or she can account for all students. Also, if you have not already done so, please update emergency contact information in "Banner Self-Service" on the connectCUNE portal (<http://connect.cune.edu>).

X. Bibliography

Cooper, Damian. (2011). *Redefining Fair: How to Plan, Assess, and Grade for Excellence in Mixed-Ability Classrooms*. Bloomington, IN: Solution Tree Press.

Coots, Jennifer J. and Kristin Stout. (2007). *Critical reflections about students with special needs*. Boston, MA: Pearson Education, Inc.

Denton, Paula. (2005). *Learning through academic choice*. Turners Falls, MA: NEFC.

- Downing, June E. (1996). *Including students with severe and multiple disabilities in typical classrooms*. Baltimore, MD: Paul H. Brookes Publishing Co., Inc.
- Falvey, Mary A. (1995). *Inclusive and heterogeneous schooling: Assessment, curriculum, and instruction*. Baltimore, MD: Paul H. Brookes Publishing Co., Inc.
- Fox, Jenifer and Hoffman, Whitney. (2011). *The Differentiated Instruction Book of Lists*. San Francisco, CA: Jossey-Bass.
- Garcia, Ricardo L. (1998). *Teaching for diversity*. Bloomington, IN: Phi Delta Kappa.
- Jorgensen, C.M., Schuh, M.C. and Jan Nisbet. (2006). *The inclusion facilitators guide*. Baltimore, MA: Brookes Publishing Co.
- Mastropieri, Margo A., and Thomas E. Scruggs. (2007). *The inclusive classroom: Strategies for effective instruction*. Upper Saddle River, NJ: Pearson Education, Inc.
- Rief, Sandra F. and Julie Heimborge. (1996). *How to reach and teach all students in the inclusive classroom*. San Francisco, CA: Jossey-Bass.
- Salend, Spencer J. (2008). *Creating inclusive classrooms: effective and reflective practices for all students*. Upper Saddle River, NJ: Pearson Education, Inc.
- Sousa, David and Tomlinson, Carol Ann. (2011). *Differentiation and The Brain: How Neuroscience Supports the Learner-Friendly Classroom*. Bloomington, IN: Solution Tree Press.
- Tomlinson, Carol A.(2001). *How to differentiate instruction in mixed-Ability classrooms*. Alexandria, VA: ASCD.

Revised August 2012