



## **Introduction to the Differentiated Classroom Professional Development Course Syllabus**

### **Course Description**

This course is designed to help educators build a classroom structure where differentiated instruction can occur on a daily basis to create high expectations for student achievement for varying abilities. Through the use of videos, readings, personal reflection, and online forum questions, participants will experience differentiated instruction as well as learn methods to implement strategies in their own classroom. Participants will learn to shape and maintain learning conditions that facilitate differentiated instruction, including how to identify learning styles, create tiered activities, differentiation strategies, and effective classroom management. Participants will leave the course with resources and strategies to reach students of varying abilities, grades, and learning styles and help them take ownership of their education.

### **System Requirements**

- Computer with word processing software
- Internet access connection
- Software capable of reading PDF files
- Software capable of viewing PowerPoint presentations

### **Text Books/Supplemental Reading**

No textbook is required for this course. Critical reading of assigned articles and text is embedded throughout the course. Assigned and recommended readings are listed in each milestone.

### **Global Goals of the Course**

1. To examine current research in the area of best practice of differentiating instruction (NBPTS 3,4)
2. To develop an understanding of the need for effective differentiating strategies in today's classroom (NBPTS 1,3,4)
3. To analyze current differentiated instructional practices in order create engaged practices to better support student learning (NBPTS 1,3,4)
4. To explore possible applications of differentiated instruction models in the classroom (NBPTS 1,2,3,4)

5. To synthesize best practice differentiated instruction research and classroom applications (NBPTS 2,3,4)

### **Instructional Objectives**

By the conclusion of this course, each participant should be able to do the following:

1. Develop an understanding of differentiating instruction for all learners
  - 1.1 Reflect on one's personal experiences in differentiating instruction
  - 1.2 Explore the benefits of differentiating instruction
  - 1.3 Examine current research on effective differentiated instruction methods
2. Develop differentiation in a mixed-ability classroom
  - 2.1 Explore Dr. Carol Ann Tomlinson's four elements to differentiate instruction
  - 2.2 Research each element of differentiated instruction to gain a deeper understanding and guide to implementation
  - 2.3 Assess what elements can be modified for the classroom to smoothly integrate differentiated instruction
  - 2.4 Design an outline to help differentiate instruction in the classroom
3. Develop differentiation strategies - part one
  - 3.1 Explore the concepts: tiering, compacting, cross-training, flexible grouping, menus, and pods
  - 3.2 Compare and contrast the different differentiation concepts and the benefits of each concept
  - 3.3 Assess what concepts align to a variety of learning styles for the classroom to smoothly integrate differentiated instruction
  - 3.4 Design a mini lesson plan that differentiates instruction for a variety of learners in the classroom
4. Develop differentiation strategies - part two
  - 4.1 Explore the differentiation strategies of Socratic Seminars, QARS, Mind Movies, concept mapping, and anchoring activities
  - 4.2 Compare and contrast the different differentiation concepts and the benefits of each concept
  - 4.3 Assess what concepts align to a variety of learning styles for the classroom to smoothly integrate differentiated instruction
  - 4.4 Design a mini lesson plan that differentiates instruction for a variety of learners in the classroom

### **Compliance with Interstate Teacher Assessment and Support Consortium (InTASC) Standards**

The Interstate Teacher Assessment and Support Consortium's work is guided by one basic premise: An effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to assure that all students learn and perform at

high levels. All teachers should meet the following standards: (1) learner development, (2) learning differences, (3) learning environments, (4) content knowledge, (5) application of content, (6) assessment, (7) planning for instruction, (8) instructional strategies, (9) professional learning and ethical practices, and (10) leadership and collaboration.

### **Teaching Methodology and Delivery Model**

Teaching methodologies used in this course are specifically designed to maximize learning in a self-paced, online distance-learning model.

- Online methodologies include presentations, skill practice, assessment completion, and the synthesis of new knowledge and skills.
- Course content and assignments are organized into modules that participants may complete at their own pace during a 4-week span of time.
- Online assignments are facilitated using a variety of research-based instructional approaches appropriate for adult learners in an online setting, which allow teachers to acquire, practice, apply, and evaluate course content and skills.
- The course is taught in a supportive learning environment with teacher-participant interaction and feedback.
- Class participants actively construct their own learning and make it personally relevant by acquiring and applying course knowledge/skill to their own teaching situation.

### **Final Projects**

In keeping with best instructional and assessment practices, the course requires participants to demonstrate synthesis and application of course knowledge in a final Course Reflection Document to the instructional objectives of this course.

Final projects are due and will be submitted within the 4-weeks of allotted class time. Unless stated otherwise, all papers are expected to be properly formatted electronically. Proof of seat hours will be presented to the participants after completing the state required course evaluation located on the student portal.

Assessment of the work will not be limited to the quantity of work submitted but will carefully consider the quality and intellectual value of the work.

#### **Formative Assessments**

- Complete all readings and online video viewing within a 4-week time frame
- Complete Forum questions posted in each milestone
- Complete Course Reflection Document at a level of "Proficient"

### **Grading**

Points are assigned based on a rubric that can be further defined as follows:

**Proficient:** The assessment is well-organized and complete; is effectively and clearly presented; demonstrates clear understandings; applies what has been learned to the author's own classroom situation; clearly shows connections; is detailed; and is thoughtful and supported with ideas. A thoroughly completed assessment demonstrates that the participant shows awareness of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in "Proficient" on the course rubric.

**Unsatisfactory:** The assessment is missing evidence or information; is sloppy and poorly organized; demonstrates only surface understandings; shows no evidence of application to the author's own teaching situation; is poorly written; and does not meet minimum standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in "Unsatisfactory" on the course rubric.

The assessments for this course are weighted as follows:  
Participation and Reflection Document: 100%

To receive full credit for completion, all work must be completed at a level of "Proficient", which is equivalent to 80% or higher out of 100% possible.

### **Academic Honesty and Integrity**

All participants are expected to maintain academic honesty and integrity by doing their own work to the best of their ability. Academic dishonesty (cheating, fabrication, plagiarism, etc.) will result in the participant being removed from the course; no partial credit will be granted.

### **Americans with Disabilities Act Compliance**

In compliance with Section 504 of the Rehabilitation Act and The Americans with Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to perform in this class, are encouraged to inform The Connecting Link prior to the start of the course. Reasonable academic accommodations, aids, and adjustments may be made as needed to provide for equitable participation.

### **Attendance, Late Work, and Make-Up Policy**

Participants will have 4 weeks from the time of their first date of login to complete the course requirements. Failure to complete all work in this time frame will result in an incomplete. Please contact The Connecting Link directly at (888) 550-5465 if seeking an extension for any reason.



### Course Reflection Assessment Rubric

	<i>Proficient</i>	<i>Unsatisfactory</i>
<b>Milestone 1 Quality of Response</b>	Provided complete responses that directly referenced milestone content	Unable to locate specific details to show connection to milestone content
<b>Organization</b>	Displayed logical and organized flow using appropriate writing conventions and standards	Information presented is not organized; no logical progression of ideas; or numerous writing
<b>Adherence to due dates</b>	Postings were submitted within the allotted time frame of the course	Postings were submitted outside the allotted time frame of the course (an extension was required)
<b>Milestone 2 Quality of Response</b>	Provided complete responses that directly referenced milestone content	Unable to locate specific details to show connection to milestone content
<b>Organization</b>	Displayed logical and organized flow using appropriate writing conventions and standards	Information presented is not organized; no logical progression of ideas; or numerous writing
<b>Adherence to due dates</b>	Postings were submitted within the allotted time frame of the course	Postings were submitted outside the allotted time frame of the course (an extension was required)
<b>Milestone 3 Quality of Response</b>	Provided complete responses that directly referenced milestone content	Unable to locate specific details to show connection to milestone content
<b>Organization</b>	Displayed logical and organized flow using appropriate writing conventions and standards	Information presented is not organized; no logical progression of ideas; or numerous writing
<b>Adherence to due dates</b>	Postings were submitted within the allotted time frame of the course	Postings were submitted outside the allotted time frame of the course (an extension was required)