

## **EDU 5280      Differentiating Instruction**

### **Course description:**

How can we help all children to be appropriately stimulated and challenged in their learning? The answer to this question will be explored in this class. Students will review the theories behind differentiated instruction and develop practical applications of the theory for their own classrooms. They will be expected to create lessons, units, and other appropriate products from a menu of options.

Champlain Valley Educator Development Center at Champlain College  
3 graduate credits awarded through an agreement with Johnson State College

July 24 – 28, 2006  
South Burlington High School

### **Course texts:**

Tomlinson, C.A. (1999). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development.

Tomlinson, C.A. (2001). *Differentiated instruction for mixed-ability classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.

**Instructors:** Carol M. Story, PhD and Thomas Stowell, MA

**Essential question:**

How can we help all children to be appropriately stimulated and challenged in their learning?

**Course goals:**

By the end of the class students will:

1. understand the theory and rationale of differentiated instruction;
2. understand and apply strategies for differentiation;
3. prepare differentiated lessons and units for their own classrooms; and
4. demonstrate their own creativity.

**Assignments & expectations:**

1. Attendance and readings – you are expected to attend all classes and complete all readings in the texts or as distributed in class.
2. Individual creative project – everyone will choose an area of personal interest to explore. This may include such things as reading that book you have been meaning to read, writing poetry, creating a piece of art, attending a series of cultural events – but does not exclude anything you wish to undertake. The project must be shared in class.
3. Final product menu –

For a final grade of B, choose three of the following:

Connected series of lesson plans (minimally 5)

Annotated bibliography (minimally 5)

Needs assessment tools related to differentiated instruction

Interview a teacher using differentiated instruction

Develop a resource file of lesson ideas using differentiated instruction

Develop pre-assessment tools in various subject areas

For a final grade of A, choose one of the following AND complete the requirements for a B:

Differentiated unit plan

Differentiated professional development session

4. Other – you may negotiate another assignment or series of assignments with the professor if the aforementioned are not appropriate for your needs.

**All assignments will be typed and conform to APA standards as appropriate.**

**Grading will be as outlined above, provided the quality of the work is at a graduate level.**

**Schedule:**

**Readings:**

7/24	Introductions and course overview Pre-assessment of class Theory & rationale for differentiating instruction Looking at - content, process product - readiness, interests, learning profile	<i>Differentiated classroom</i>
7/25	Examining strategies Applications – developing differentiated lessons	<i>Differentiated classroom</i>
7/26	Grading in the differentiated classroom Leadership in the differentiated classroom/school Guest speaker Mid-week assessment	<i>Differentiated instruction</i>
7/27	Group presentations Grading in the differentiated classroom Learning stations	<i>Differentiated instruction</i>
7/28	Post-assessment Creative projects	
8/11	Final projects due	

### Supplemental Resources

- Association for Supervision and Curriculum Development (1997). *Differentiating instruction* (Facilitator's guide and video series). Alexandria, VA: Association for Supervision and Curriculum Development.
- Association for Supervision and Curriculum Development (2001). *At work in the differentiated classroom* (Facilitator's guide and video series). Alexandria, VA: Association for Supervision and Curriculum Development.
- Beecher, M. (1995). *Developing the gifts and talents of all students in the regular classroom*. Mansfield Center, CT: Creative Learning Press.
- Heacox, D. (2002). *Differentiating instruction in the regular classroom*. Minneapolis, MN: Free Spirit Publishing.
- Reis, S., & Renzulli, J.S. (1992). Using curriculum compacting to challenge the above average. *Educational Leadership* 50 (2), 51-57.
- Smutny, J., Walker, S., & Meckstroth, E. (1997). *Teaching young gifted children in the regular classroom*. Minneapolis, MN: Free Spirit Publishing.
- Starko, A. (1986). *It's about time: Inservice strategies for curriculum compacting*. Mansfield Center, CT: Creative Learning Press.
- Tomlinson, C.A. (2000). *Leadership for differentiating schools and classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Tomlinson, C.A., & McTighe, J. (2006). *Integrating differentiated instruction and understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Winebrenner, S. (1992). *Teaching gifted kids in the regular classroom*. Minneapolis, MN: Free Spirit Publishing.

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### **Lesson Plan Format**

- I. Essential question
- II. Goals/objectives
- III. Standards
- IV. Pre-assessment
- V. Procedures
  - A. Tiered activity (at least two levels of readiness)
  - B. Grouping strategy
  - C. Additional differentiation strategies
  - D. Guiding questions
- VI. Post-assessment