COURSE SYLLABUS

Differentiated Instruction

Spring 2013

Instructor: Shirley Paulson
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Location: Wequiock Elementary School Library

Schedule: Mondays, April 8, 15, 22, 29, 2013 (4:30 – 8:15 p.m.)

ENROLLMENT OPTIONS:

<table>
<thead>
<tr>
<th>One (1) Graduate Credit</th>
<th>Noncredit</th>
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<tbody>
<tr>
<td>Course # ED &amp; HUD 795-2, 7404 (#0016D)</td>
<td>Program # 0016ND</td>
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<tr>
<td>Prerequisite: Graduate Standing (Must have earned a bachelor’s degree)</td>
<td>Prerequisite: None</td>
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Description: Participants will receive an overview of differentiated instruction, how students learn, and strategies to meet the diverse needs of their students. Participants will also design a learner profile and tiered assignment to use in their classroom.

Emphasis: Participants will learn how to respond to students’ learning differences to enhance learning for all.

Objectives:
- Understand why differentiation is necessary.
- Read current literature on the needs of diverse learners.
- Identify strategies that actively engage students in learning.
- Work cooperatively to identify resources and opportunities for learning experiences.
- Reflect on and practice questioning skills that promote higher-level thinking.
Required Readings:

- Various journal articles will be provided.

Course Requirements:

- Complete the required readings and participate in related group discussions.
- Complete a learner profile.
- Complete a plan for a tiered assignment that differentiates learning for at least three levels. This plan will include: CCSS standards, learning activities, timelines, assessments, and rubrics.

Course Evaluation and Assessment:

- Class attendance, discussion and readings 30%
- Learner Profile 20%
- Tiered Assignment Plan 50%
  100%

Schedule:

Note: The instructor reserves the right to make changes in this outline as necessary to meet the needs of the class.

Session 1: Why Differentiated Instruction? The Nuts and Bolts
- What is differentiated instruction? How does it fit with major initiatives?
- What are the “differences” among students that count in a differentiated environment?
- How and where can I begin to work on differentiation in my own setting?
- How can I establish a climate for differentiation?
- How can I create a usable learner/class profile?

Session 2: It Begins with Good Instruction - Differentiating Content, Process, and Product
- How can I identify essential areas of the curriculum to be differentiated?
- How do I begin to differentiate these elements in my setting?
- How can I tier assignments to allow all students to learn?

Session 3: Specific Strategies for Differentiating Content, Process, and Product
- In what ways can I effectively differentiate the content, process, and product of my course?
- How do I manage differentiation, in terms of curriculum?
- How do I differentiate assessment of students’ understanding and learning?
- How can I expand my understanding of differentiation for my diverse learners?
- What are different grouping strategies?
- How can I use these strategies to differentiate content, products, and process effectively?
Session 4: Looking Back, then Moving Forward with Differentiation

- What is my understanding of differentiated instruction and its place in my setting?
- How can I make the best use of all these strategies?
- How and where can I find support to continue my work toward differentiation?

Wisconsin Standards for Teacher Development and Licensure

2. Teachers know how children grow.
The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.

3. Teachers understand that children learn differently.
The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

4. Teachers know how to teach.
The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.

5. Teachers know how to manage a classroom.
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

7. Teachers are able to plan different kinds of lessons.
The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

8. Teachers know how to test for student progress.
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.

9. Teachers are able to evaluate themselves.
The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.