

Course: Setting Up a Differentiated Instruction Classroom

Instructors: Bruce Campbell, Rick Wormeli, and Carol Ann Tomlinson

Length: 10 hours

Credit: 1 PLU

Course description: Artful teaching, avers Carol Ann Tomlinson, should be a love triangle between teacher, students, and content—the foundation of the successfully differentiated classroom. Participants learn how to set up classroom environments that enable teachers to respond to students’ readiness, interests, and learning profiles while meeting state standards. They learn to modify both instruction and assessment to accommodate who their students are, how their brains function, how they like to learn, where they like to learn, and what they need to learn. Participants will learn to create quality curriculum unambiguous in its intent, fully engaging, and designed to promote genuine understanding. They will learn to differentiate that curriculum in a manner that is responsive to gender and culture, and that is safe, heuristic, and assessment-based. Scrutiny of exemplary projects will inspire differentiation of participants’ own design.

Objectives:

After completing this course, educators will know:

- How the structure of the brain affects learning
- The role of assessment in differentiated instruction
- The purpose of grades in differentiated instruction
- Research-based assessment strategies
- The definitions of “quality” differentiation and “quality” curriculum
- Differentiation strategies that address students’ readiness, interests, and learning profiles
- Howard Gardner’s notions of entry points and multiple intelligence, and Robert Sternberg’s of triarchic intelligences
- Tiered instruction

Learning Goals:

After completing this course, educators will apply the follow skills:

- Teach to how the brain learns
- Differentiate instruction to address students’ needs, interests, and learning profiles
- Develop “quality” differentiation strategies to teach “quality” curriculum
- Grade fairly and purposely
- Facilitate constructivist learning
- Incorporate the work of Howard Gardner and Robert Sternberg into instructional design

Units:

1. The Brain, Learning, and Multiple Intelligences (Bruce Campbell)
2. Differentiated Assessment and Grading (Rick Wormeli)
3. Strategies for Differentiation (Carol Ann Tomlinson)
4. More Strategies for Differentiation (Carol Ann Tomlinson)
5. Differentiation and the Issue of Quality (Carol Ann Tomlinson)

Methods of Instruction:

- Video lectures and PowerPoint presentations
- Short answer quizzes

- Graded post assessments
- Final reflection question

All steps listed under each topic must be completed to receive credit for the course. No partial credit will be given. Students must earn a minimum of 65% to pass the course.

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Percentage of Course Credit

- Graded post assessments 70%
- Final Project 30%

KDS Rubric for GA courses (passing requirements: 65 points):

Component	Unsatisfactory (40 points)	Basic (50 points)	Proficient (60 points)	Distinguished (70 points)
Critical thinking post-work	<u>Critical thinking post-work:</u>	<u>Critical thinking post-work:</u>	<u>Critical thinking post-work:</u>	<u>Critical thinking post-work:</u>
And	0-40% correct	60% correct	80% correct	100% correct
Short answer quizzes	<u>Short answer quiz:</u> -Participant included no content from the course in his or her responses -Participant did not address the questions posed	<u>Short answer quiz:</u> -Participant included some content from the course, usually appropriate, in his or her responses -Participant answered the questions directly, not always fully	<u>Short answer quiz:</u> -Participant included appropriate content from the course in his or her responses -Participant made thoughtful comments in direct response to the questions	<u>Short answer quiz:</u> -Participant provided rich detail from the content of the course in his or her responses -Participant made his or her responses to the questions personally meaningful
Final	Unsatisfactory (5 points) -Participant included no content from the course in his or her responses -Participant did not address the	Basic (10 points) -Participant included some content from the course, usually appropriate, in his or her responses -Participant answered the	Proficient (20 points) -Participant included appropriate content from the course in his or her responses -Participant made thoughtful	Distinguished (30 points) -Participant provided rich detail from the content of the course in his or her responses -Participant made his or her

	questions posed	questions directly, not always fully	comments in direct response to the questions	responses to the questions personally meaningful
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