

Georgia Course 1

Comprehensive Professional Learning for Recertification Plan

1) PROGRAM

Setting up a Differentiated Instruction Classroom

1 PLU 10 Contact Hours

2) GOALS ADDRESSED

Participants will learn:

The Brain, Learning and Multiple Intelligences

- a) Explore the structure of the brain
- b) Explain how learning happens
- c) Discuss how Multiple Intelligences fits into this: and
- d) Create a construct or infrastructure that can be used to talk about differentiated instruction.

Differentiated Assessment and Grading

- a) The connection between assessment and instruction
- b) How to manage differentiated assessment and grading
- c) The essential purposes of grading and the implications of grading in the differentiated classroom
- d) How to fairly and accurately grade so that the grades can be used to create plans for future growth and success of all students
- e) Explore researched-based assessment and grading strategies
- f) Dozens of specific techniques for both formative and summative assessments

Differentiation and the Issue of Quality

- a) Examine a number of common differentiation strategies in terms of their effectiveness in accomplishing their objectives
- b) Learn the definition of "Quality" differentiation and "Quality" curriculum
- c) Invite participants to revisit the purpose of differentiation and reflect what constitutes quality
- d) A modest attempt to differentiate instruction for one teacher may be a giant leap for another
- e) Teachers will leave this lecture with a greater sense of where they stand in the continuum and what is their next step on the path to high quality differentiation and high quality instruction

Strategies for Differentiation

- a) Instructional strategies helpful in addressing student readiness, interest, and learning profile
- b) Assessment strategies that help teachers uncover their students' learning needs

More Strategies for Differentiation

- a) Useful strategies for addressing variance with regard to student readiness, interest, and learning profile
- b) Ready-to-go strategies that require minimal to moderate teacher preparation and some that require more teacher preparation
- c) Howard Gardner's Entry Points, how a Tiered Lesson works and Robert Sternberg's

Triarchic Intelligences

3) IMPROVEMENT PRACTICES

Teachers will learn a number of common differentiation strategies in terms of their effectiveness in accomplishing their objectives. Presenters will demonstrate the properties of "Quality" differentiation and "Quality" curriculum and invite participants to revisit the purpose of differentiation and reflect what constitutes quality. Teachers will leave this lecture with a greater sense of where they stand in the continuum and what is their next step on the path to high quality differentiation and high quality instruction.

Teachers will take a closer look at useful strategies for addressing variance with regard to student readiness, interest, and learning profile. Teachers will learn ready-to-go strategies, with varying levels of required teacher preparation, as well as Howard Gardner's Entry Points—how a Tiered Lesson works and Robert Sternberg's Triarchic Intelligences.

Demonstrated strategies for differentiation include instructional strategies helpful in addressing student readiness, interest, and learning profile. The course will examine some assessment strategies that help teachers uncover their students' learning needs, as well as strategies such as learning contracts, Entry Points, and addressing students' varying reading and writing needs. This lecture series will introduce a number of issues surrounding differentiated instruction by exploring specific strategies designed to address academic diversity. Teachers will learn how to drive differentiation through assessments and how to translate differentiated lessons into a grading system that reflects student growth. Strategies covered in this lecture include- Poetry Contract, Novel Think-Tac-Toe, Learning Menu, and RAFT Lesson.

Sessions related to Differentiated Teaching and Assessing Through Multiple Intelligences provides a rationale for and information about alternative assessment techniques currently popular in reform-based education. Participants will be engaged in classroom activities to help students construct their own learning. Learning is bolstered through new research on the eight levels of intelligence and incorporates Howard Gardner's findings into curriculum planning and assessment. These sessions will help teachers design lessons that purposefully meet academic standards, while providing meaningful and personal learning techniques, including how to use backwards design along with strategies such as the learning cycle. These sessions will also explore emerging brain research on the neurobiology of emotions and its links to learning, as well as applications of classroom strategies designed to foster emotional health and enhance students' ability to learn. Teachers will walk away with simple, practical, helpful tips on everything from how to begin the very first day of school to how to trouble-shoot with disruptive students, including tips on student-centered discipline and basic classroom routines and procedures. Both new and experienced teachers can benefit from this session, as they reflect on teaching, and identify their own unique blend of individual assets as educators.

4) COMPETENCIES

Participants will be able to:

a) Develop standards-based lessons to meet different student needs

- b) Benefit individual students and overall class performance due to superior classroom management practices and target student learning needs and the system's required curriculum
- c) Create strategies such as the learning cycle to engage every learner
- d) Understand and assess their students' strengths and weaknesses regarding individual learning

5) PERFORMANCE INDICATORS

- a) 5 Pre-assessment questions will be administered online prior to viewing the lecture to gauge what teachers understand about the topic prior to the workshop. Each assessment will consist of 3 multiple choice and two free response.
- b) 5 Post-assessment questions will be administered online after viewing the lecture to gauge mastery of the lecture's contents after viewing the lecture. Each assessment will consist of 5 multiple choice and 3 free response questions.
- c) Monitoring of completion
 - * Students' participation in the lecture will be monitored by course KDS course administrators.
 - * In order to receive credit, teachers will review and understand "Course Objectives" and satisfactorily complete the Pre- and Post-Assessment questions for each segment of the video content (as further described in the Course Outline). Students must view Video/Audio lectures in their entirety along with synchronized PowerPoint slides.
 - * Teachers will participate in interactive discussion forums led by the course administrator.
 - * Students will take notes on the lecture using the online notepad provided.
 - * Students will have unlimited access to course materials including but not limited to PowerPoint slides, transcripts, speaker biographies, and other topic resources and auxiliary materials.

6) COURSE ASSESSMENT

- Pre assignments
- Post assignments
- Final project - This must be completed no later than two weeks after the course ends. The course instructor will evaluate each and provide feedback.

Grading

Post assessment grade is 70% of total grade

Final project grade is 30% of total grade