

Course Title: Differentiated Instruction**Instructors:** Bruce Campbell, Rick Wormeli, Carol Ann Tomlinson, Debbie Silver**Length:** 15 hours**Dates:** Rolling admissions**Prerequisites:** Bachelor Degree**Number of credits:** 1 semester hour**Course Description:**

Teachers will learn a number of common differentiation strategies to increase their effectiveness in accomplishing their objectives. 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.

Objectives:

1. Knowledge –at the end of this course, the student will be able to understand:
 - The six building blocks of differentiated instruction,
 - The common differentiation strategies and their effectiveness in accomplishing their objectives, and
 - How to guide students by utilizing their individual learning styles and memory strengths.

2. Skills –after this course, a student will be able to:
 - Utilize a repertoire of everyday, high-impact, low-prep activities that can be implemented right away,
 - Build a classroom environment that facilitates learning, and
 - Build a learning environment that makes the job of teaching personally satisfying and rewarding.

3. Dispositions – after this course, a student will be able to appreciate:
 - The connection between assessment and instruction,
 - “Quality” differentiation and “Quality” curriculum, and
 - How the brain processes, stores, and retains information.

Units:

1. The Brain, Learning and Multiple Intelligences
2. Differentiated Assessment and Grading
3. Differentiation and the Issue of Quality
4. Managing the Differentiated Classroom
5. Differentiation Through Learning Styles and Memory
6. Teaching and Learning Through Multiple Intelligences
7. The Building Blocks of Differentiated Instruction
8. Building a Classroom Community that Supports a Differentiated Environment

Instructor Overviews:

Bruce Campbell is a classroom teacher who has developed a nationally acclaimed instructional model based on Howard Gardner's Theory of Multiple Intelligences. Bruce has presented for the U.S.

Department of Education and numerous state departments of education; has consulted for schools, districts, and universities worldwide; and is a popular keynote speaker.

Rick Wormeli is a Nationally Board Certified Teacher and a columnist for NMSA's magazine, *Middle Ground*. He is also the author of *Meet Me in the Middle: Becoming an Accomplished Middle Level Teacher* and *Day One and Beyond: Practical Matters for New Middle Level Teachers*. Rick won the outstanding English Teacher of the Nation Award at Disney's American Teacher Awards in 1996. He has been a consultant to both the White House and the Smithsonian Institution.

Carol Ann Tomlinson is a reviewer for eight journals and a section editor for one. She is author of over 100 articles, book chapters, books, and other professional development materials including *How to Differentiate Instruction in Mixed Ability Classrooms*. She works throughout the U.S. and abroad with teachers whose goal is to develop more responsive heterogeneous classrooms.

Dr. Debbie Silver has been an invited author for several educational journals and has given keynotes at state, national, and international conferences. She has been a featured teacher for the PBS Online Teacher Chat, and has worked with educators in 46 states, Canada, Asia, and Europe.

Methods of Instruction:

- Video lectures and PowerPoint presentations
- Short answer quizzes
- Graded post assessments
- Final

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 60% to pass the course.

Percentage of Course Credit

- Graded post assessments and short answer quizzes 40%
- Final Project 60%

KDS Rubric for GA courses (passing requirements: 60 points):

A: 90 - 100 points

B: 80

C: 70 points

D: 60 points

F: Fewer than 60 points

Component	Unsatisfactory (10 points)	Basic (20 points)	Proficient (30 points)	Distinguished (40 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

<p>Short answer quizzes</p>	<p><u>Short answer quiz:</u></p> <ul style="list-style-type: none"> -Participant included no content from the course in his or her responses -Participant did not address the questions posed 	<p><u>Short answer quiz:</u></p> <ul style="list-style-type: none"> -Participant included some content from the course, usually appropriate, in his or her responses -Participant answered the questions directly, not always fully 	<p><u>Short answer quiz:</u></p> <ul style="list-style-type: none"> -Participant included appropriate content from the course in his or her responses -Participant made thoughtful comments in direct response to the questions 	<p><u>Short answer quiz:</u></p> <ul style="list-style-type: none"> -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
<p>Final</p>	<p>Unsatisfactory (30 points)</p> <p><u>Requirements of Assignment:</u></p> <ul style="list-style-type: none"> -The assignment is substantially incomplete <p><u>Form:</u></p> <ul style="list-style-type: none"> - Plentiful grammatical mistakes -Confusing content -Missing documentation of sources <p><u>Content:</u></p> <ul style="list-style-type: none"> -No main idea and/or main idea is irrelevant to the assignment -No apparent paragraph 	<p>Basic (40 points)</p> <p><u>Requirements of Assignment :</u></p> <ul style="list-style-type: none"> -Many requirements met, but a few pieces are missing, while others are underdeveloped—e.g., missing reflection or rubric or scant reflection and vague rubric <p><u>Form:</u></p> <ul style="list-style-type: none"> -Distracting grammatical errors -Confusing content -Inconsistent or missing documentation of sources <p><u>Content:</u></p> <ul style="list-style-type: none"> -The main idea is not clear in the opening paragraph -Relevance to main idea of supporting 	<p>Proficient (50 points)</p> <p><u>Requirements of Assignment:</u></p> <ul style="list-style-type: none"> -Participant has fulfilled all the requirements of the assignment. <p><u>Form:</u></p> <ul style="list-style-type: none"> -Participant has written a solid essay or lesson plan, including appropriate detail and in an interesting style. <p><u>Content:</u></p> <ul style="list-style-type: none"> -Essay is organized around a thesis or main idea, -Paragraphs are organized around 	<p>Distinguished (60 points)</p> <p><u>Requirements of Assignment:</u></p> <ul style="list-style-type: none"> -All requirements gone beyond the requirements of the Assignment. e.g., inclusion of rubric, reflection, objective(s), etc.—whatever the directions indicate <p><u>Form:</u></p> <ul style="list-style-type: none"> -No grammatical errors -Eloquent expression -Proper citation of sources <p><u>Content:</u></p> <ul style="list-style-type: none"> -Essay is organized around a thesis or main idea -Paragraphs are organized around ideas relevant to

	<p>organization</p> <ul style="list-style-type: none"> -No supporting evidence for supporting ideas -No evidence in the lesson plan—in objectives, activities, or assessments—that the learner comprehends the course content 	<p>paragraphs is not always clear</p> <ul style="list-style-type: none"> -Supporting ideas are only minimally illustrated by examples or quotes -The lesson plan does not show enough evidence that the learner understands the course content. Objectives and/or activities and/or assessments only vaguely apply to the course content 	<p>ideas relevant to the main idea</p> <ul style="list-style-type: none"> -Supporting ideas are evident, and usually include illustrating examples and/or quotes -The lesson plan shows evidence of understanding of the course content in its objectives, activities, and/or assessments 	<p>the main idea</p> <ul style="list-style-type: none"> -Supporting points are illustrated with examples and/or quotes -Lesson plan shows evidence of a deep understanding of course content and participant uses that understanding to create opportunities for students to authentically show what they have learned.
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