

**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

**Course Description:**

Teachers will learn a number of common differentiation strategies to increase 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 identify their next steps 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 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 provide 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.

**Objectives:**

1. Knowledge –at the end of this course, the student will be able to understand:
  - a. The six building blocks of differentiated instruction,
  - b. The common differentiation strategies and their effectiveness in accomplishing their objectives, and
  - c. How to guide students by utilizing their individual learning styles and memory strengths.
2. Skills –after this course, a student will be able to:
  - a. Utilize a repertoire of everyday, high-impact, low-prep activities that can be implemented right away,
  - b. Build a classroom environment that facilitates learning, and
  - c. 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:
  - a. The connection between assessment and instruction,
  - b. “Quality” differentiation and “Quality” curriculum, and
  - c. How the brain processes, stores, and retains information.

**Session Topics (8):**

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|---|---------------------|
| The Brain, Learning and Multiple Intelligences                            | Bruce Campbell      |
| Differentiated Assessment and Grading                                     | Rick Wormeli        |
| Differentiation and the Issue of Quality                                  | Carol Ann Tomlinson |
| Managing the Differentiated Classrooms                                    | Debbie Silver       |
| Differentiation Through Learning Styles and Memory                        | Debbie Silver       |
| Teaching and Learning Through Multiple Intelligences                      | Bruce Campbell      |
| The Building Blocks of Differentiated Instruction                         | Bruce Campbell      |
| Building a Classroom Community that Supports a Differentiated Environment | Debbie Silver       |

**Instructor Overview:**

**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:**

Methods of instruction will include

- Individual sections (8) (15 hours)
- Pre assessments (8)
- Graded post assessments (8)
- Video lectures (8) Polling questions - included in videos
- Study guides (8) (60 to 100 pages)
- Handouts
- Final Project

**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 70% to pass the course.**

### **Texts (included in program)**

- Study guide provided in the program (200 pages)

### **Assignments**

- Pre assignments (40)
- Post assignments (64)
- Final project (1)

## Percentage of Course Credit

- Graded post assessments 70%
- Final Project 30%

**Due dates of major assignments, projects, and examinations:** Online self-running programs can be started and completed at participants' own leisure within two months from the day they begin the course. Participants must complete and turn in the final within two weeks of completing the course.

### **Grading criteria/system and evaluation activities:**

A course administrator will be reviewing students' answers and providing feedback. Students will be evaluated on their creativity and ability to incorporate techniques from the lectures into examples, lesson plans, and the final project.

Website Articles:

Web readings:

1. Teaching in a Mixed Ability Classroom:

*<http://www.weac.org/kids/1998-99/march99/differ.htm>*

2. Preparing Teachers for Differentiated Instruction:

*<http://www.nea.org/teachexperience/diffk030908.html>*

3. Differentiated Instruction Overview:

*[http://www.epsbooks.com/flat/newsletter/vol05/vol05iss05/Differentiated\\_Instruction.pdf](http://www.epsbooks.com/flat/newsletter/vol05/vol05iss05/Differentiated_Instruction.pdf)*