

Instructor : Knowledge Delivery Systems

Address: 20 Exchange Place, 36th Floor
New York, NY 10005

Email: info@kdsi.org

Telephone: (800) 728-0032

Materials: Internet Connection, printer

Course: ED 721 Differentiated Instruction

Dates: Rolling admissions

Prerequisites: Bachelor Degree

Number of credits: 1

Course Overview

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.

Instructor Overview

Knowledge Delivery Systems maintains an online platform that automatically grades their pre and post assessments, monitors their participation in the lecture, and awards them credit when they complete the program.

Students will have the opportunity to email the educational experts that present each lecture in the course if they have any questions. If they are not able to contact the educational expert they may contact KDS or Dave Reynolds with their questions or concerns.

David Reynolds:

David is an experienced historian and professor with a B.A. and M.A. in History from SUNY Buffalo and a Ph.D in History from the University of Wisconsin. He was a distinguished professor of History at Marist College from 1986-1992 and has worked as a educational consultant for New School Vision and Continuous Learning Corporation. He currently works for KDS as a course developer and educational consultant and is working with the state of Florida to optimize their education system and resources.

Methods of instruction: Percentage of Course Credit

Methods of instruction will include:

- | | |
|------------------------------------|-----|
| • 8 individual sections (15 hours) | |
| • 8 pre assessments | 0% |
| • 8 graded post assessments | 40% |
| • 8 Video Lectures | 15% |
| • Polling questions part of videos | |
| • 8, 60-100 pages Study guides | 5% |
| • Handouts | |
| • Written Project | 40% |

Eight topics of focus within this course:

The Brain, Learning and Multiple Intelligences

Topic Objectives: Bruce Campbell

- This session will take a lively look at recent research from the neurosciences and its implications for classroom instruction.
- Bruce will model teaching through the Multiple Intelligences to share what every educator should know about the human brain, how it can change structurally and functionally as a result of learning and experience, and how intelligence itself is an open, dynamic system.
- You may have heard about this research before but never in quite the way Bruce presents it. You will actually learn through the different modalities, linguistically, logically, kinesthetically, spatially, musically, and through the personal and naturalist intelligences. You will learn everything from the physiological explanation of how learning happens to why laughter and gum chewing can actually facilitate that process.

Differentiated Assessment and Grading

Topic Objectives: Rick Wormeli

- In this session you will learn how you can manage differentiated assessment and grading using innovative strategies designed to meet state standards as well as your students' unique needs.

- Rick will explore the connection between assessment and instruction including lesson design strategies you can readily use.
- Rick will walk you through the essential purposes of grading and what it means in the differentiated classroom. And, you'll understand how to fairly and accurately grade all your students while you create a plan for their future growth and success.

Differentiation and the Issue of Quality

Topic Objectives: Carol Ann Tomlinson

- Easy to implement, canned strategies can lead to differentiation simply for the sake of differentiation.? This session examines a number of common differentiation strategies in terms of their effectiveness in accomplishing their objectives.
- Carol Ann Tomlinson will share her definitions of "Quality" differentiation and "Quality" curriculum and invite participants to revisit the purpose of differentiation and reflect what constitutes quality.
- While reminding us that a modest attempt to differentiate instruction for one teacher may be a giant leap for another, Carol Ann shows participants a progression how they can take their own instruction to the next level.
- 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.

Managing the Differentiated Classrooms

Topic Objectives: Debbie Silver

- This session is a MUST for new teachers, teachers who are experiencing difficulty with classroom management, teachers who need to be "recharged," or administrators who want to help their staffs work towards being more student-centered.
- Dr. Debbie Silver offers simple practical helpful tips on everything from how to begin the very first day of school to how to trouble-shoot with disruptive students.
- Included are tips on student-centered discipline along with basic classroom routines and procedures.
- Teachers in the session laugh, think, and go back to their classrooms with scores of ideas on how to establish a classroom environment that facilitates learning.

Differentiation Through Learning Styles and Memory

Topic Objectives: Debbie Silver

- In order to differentiate instruction effectively, we must understand how the brain processes, stores, and retains information.
- Neuroscientists tell us that we can apply memory research in the classroom and that we should teach in a multi-sensory fashion.
- Teachers can guide students by utilizing their individual learning styles and memory strengths. Participants will be given practical strategies and applications for utilizing memory and sensory pathways to connect learned content to the real world.
- In order to differentiate instruction effectively, we must understand how the brain processes, stores, and retains information. Neuroscientists tell us that we can apply memory research in the classroom and that we should teach in a multi-sensory fashion.
- Teachers can guide students by utilizing their individual learning styles and memory strengths. Participants will be given practical strategies and applications for utilizing memory and sensory pathways to connect learned content to the real world.

Teaching and Learning Through Multiple Intelligences

Topic Objectives: Bruce Campbell

- Discuss Howard Gardner's Multiple Intelligences
- Explore the implications for education based on Multiple intelligences Theory

The Building Blocks of Differentiated Instruction

Topic Objectives: Bruce Campbell

- This session provides a comprehensive overview of Differentiated Instruction ("DI"). Bruce Campbell will take you through what he calls the "Six Building Blocks of Differentiated

- Instruction”: the neurological foundation, the conceptual framework, the “big picture” strategies, the instructional options, the individual profiles, and the assessment component.
- You will gain a thorough understanding of what differentiation is and what it is not. You will leave the course with a repertoire of everyday, high-impact, low-prep activities that you can implement in your classroom right away.
 - These are research-based learning activities that are engaging for all students and can be adapted for all grade levels and all subjects.
 - Bruce has used these strategies for 30 years at from primary grades through high school; he will show you how to modify these activities to fit your students’ needs across grade level and subject area.

Building a Classroom Community that Supports a Differentiated Environment

Topic Goals: Debbie Silver

- To build a classroom environment that facilitates learning;
- To build a classroom community that supports a differentiated environment to reach the needs of all children, to give them a reasonable chance at success;
- To build self-efficacy within a child and end the cycle of failure; and
- To build a learning environment that makes the job of teaching personally satisfying and rewarding.

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 lecture into examples and lesson plans.

Students must earn at least an 80 in order to obtain their graduate credit

Due dates of major assignments, projects, and examinations: Online self-running programs can be started and completed at the participants own leisure within 4 months from the day they begin the course.

Text and/or required reading list:

Text:

1. 480 page study guide provided in the program

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

Instructor Interaction: Must post 16 comments on the discussion board, 2 for each of the 8 topics. Each posting should be at least 3 sentences in length and related to the topic of study. The instructor will view the comments on the discussion board at the completion of the course.

Plans for transferring skills into the work setting:

Student will be required to complete an essay
(Attached to document)