

Differentiated Instruction

Course Overview and Schedule

Adult educators almost always face many different levels of learners in their classrooms, with all the attendant difficulties in teaching. In this facilitated, interactive course, you will learn how differentiated instruction can help produce effective teaching in your classes. You will learn to make the strong learning objectives required to keep multilevel instruction on target. Both research and specific strategies will be addressed. By the course end, you will produce your own lesson plan with effective learning objectives and differentiation suited to your own environment.

Course instructor

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Course registrar

Leah Peterson, leah_peterson@worlded.org

(Please add these e-mail addresses to your e-mail client's accepted sender/recipient lists to insure you receive important course announcements)

Technical assistance

1-800-434-0899, call back within two hours

Course dates

March 13–May 7, 2012; chats scheduled to accommodate participant schedules

Time

Approx. 4–5 hours per week; 30 hours total

Required Text

How to Differentiate Instruction in Mixed-Ability Classrooms, 2nd Edition, by Carol Ann Tomlinson (Alexandria, VA: Association for Supervision and Curriculum Development (ASCD), 2001), Copies can be ordered from ASCD by ordering [online](#) or calling 1-800-933-2723. The cost is \$20.95 (plus shipping and handling) per copy.

Course Objectives

By the end of the course, you will be able to

- Write at least one effective learning objective to support use of differentiated instruction (DI) in multilevel classrooms
- Apply the principles of DI to design at least one learning activity that matches your learning objective(s)
- Produce a lesson plan containing at least one effective learning objective; at least one activity supporting the learning objective; differentiation by readiness; differentiation by content, process and/or product; and an evaluation rubric

Course Topics

Lesson 1: What Is Differentiated Instruction?

- Greetings!
- Assignments

Lesson 2: Identifying Specific Learning Objectives and More on DI

- Learning Objectives
 - Why learning objectives?
 - What makes a learning objective specific?
- Differentiated Instruction
 - Why differentiate instruction?
 - What is differentiated instruction?
 - How to differentiate?
 - What do teachers do?
 - A review of differentiated instruction

Lesson 3: Observable Learning Objectives and Differentiating by Readiness and Process

- Learning Objectives
 - Learning objectives are observable
 - Higher order thinking skills
 - Further resources
- Differentiated Instruction
 - Differentiating by readiness and process
 - Readiness
 - Process

Lesson 4: Measurable Learning Objectives and Differentiating by Readiness, Content, and Product

- Measuring Learning Objectives
 - Assessment
- Differentiated Instruction
 - Differentiating by readiness, content, and product

Lesson 5: Tiers, Rubrics, and Draft Lesson Plan

- Tiers and Rubrics
 - Tiers
 - Rubrics
- Draft Lesson Plan

Lesson 6: Finalizing Your Lesson Plans

- Final Lesson Plan

Expectations
You, as a participant, are expected to:

- Start each lesson early in the week and complete activities according to the schedule below
- Read carefully the review of the previous session and the introduction to the current lesson
- Read all of the assigned articles or other materials
- Respond at least once to all the questions and discussion prompts for each assignment by posting in the relevant discussion thread
- Check back into the discussion areas at least once a day to read and respond to what others have posted
- Respond thoughtfully to others' postings with positive feedback, helpful suggestions, and clarifying questions
- Notify the instructor about any problems with your participation

We want you to have a good experience and enjoy the discussions and activities. Full participation is encouraged and establishing a schedule for reading, reflecting, and posting to the course may help you get the most from the course.

The instructor's role is to guide the process.

The instructor will facilitate and guide the course. Most of what you learn will come from reading, reflecting, and sharing with your colleagues. The instructor will ask questions, give suggestions, and provide encouragement. You can also expect that the instructor will:

- Read all your posts carefully and thoughtfully, and respond as promptly as possible
- Answer any specific questions addressed specifically to the instructor within 36 hours
- Try to find more resources if you want them (There is already a hefty bibliography.)
- Be available by personal e-mail, schedule permitting
- Arrange and facilitate the chats
- Follow up with participants to encourage timely completion of activities
- Be reasonably flexible about interruptions in your participation—family emergencies, school breaks, illnesses, testing schedules, and so on—as long as you provide prior or prompt notification

Course Schedule
Course Introduction

Available:
Tues., March 13

Complete by:
Mon., March 19

Lesson Activities

- Update computer software
- Become familiar with online tools
- Become familiar with course features
- Register for chats
- Review course objectives, schedule, and requirements
- Journal: Online learning plan
- Journal: Personal learning goal

Discussion Posts

- Course Goals
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Lesson 1: What Is Differentiated Instruction

Available:
Tues., March 20

Complete by:
Mon., March 26

Readings

- Differentiated Instruction
- Mapping a Route Toward Differentiated Instruction
- Chapter 1, What Differentiated Instruction Is—and Isn't

Video

- What Is Differentiated Instruction?

Discussion Posts

- Introductions with Common Chain (required)
- My Classes
- DI Basics

Lesson 2: Identifying Specific Learning Objectives and More on DI

Available:
Tues., March 27

Complete by:
Mon., April 2

Readings

- A Concept Map for Differentiating Instruction
- How to Write Great Learning Objectives
- Chapter 3, The Role of the Teacher in a Differentiated Classroom
- Chapter 4, The Learning Environment in a Differentiated Classroom

Videos

- A Rationale for Differentiation in Today's Schools
- Determining if Students Have Developed Understanding

Lesson Activities

- Exam: Specific Learning Objectives
- Assignment: Write one **specific** learning objective
- Chat: Join synchronous online chat

Discussion Posts

- Specific LOs
- Applying DI

Lesson 3: Observable Learning Objectives and Differentiating by Readiness and Process

Available:
Tues., April 3

Complete by:
Mon., April 9

Readings

- Definitions of Behavioral Verbs for Learning Objectives
- Learning Objectives: Stems and Samples
- Applying Bloom's Taxonomy
- Bloom's Taxonomy of Educational Objectives
- Bloom's Taxonomy Action Verbs
- Lesson Plan for Completing a Check Register
- Sample ESOL Lesson Plan
- Chapter 8, The How To's of Planning Lessons Differentiated by Readiness
- Chapter 12, Differentiating Process
- Levels of Challenge (optional)

Lesson Activities

- Exam: Observable Learning Objectives
- Assignment: Devise one activity to support your learning objective
- Chat: Join synchronous online chat

Discussion Posts

- Observable LOs
- DI Activities

Lesson 4: Measurable Learning Objectives and Differentiating by Readiness, Content, and Product

Available:
Tues., April 10

Complete by:
Mon., April 16

Readings

- Implementing Performance Assessment in the Classroom (optional)
- Differentiating Instruction for a Multilevel Class
- Chapter 11, Differentiating Content
- Chapter 13, Differentiating Products

Videos

- Providing Students With Different Approaches to Demonstrating What They Know, Understand, and Can Do
- Daily Assessment Serves as a Compass for the Next Steps in the Classroom

Lesson Activities

- Exam: Are these LOs measurable?
- Assignment: List four assessment types; write/revise a LO
- Chat: Join synchronous online chat
- Assignment: Devise one activity that differentiates by readiness and process

Discussion Posts

- Assessment Methods
- Activities

Lesson 5: Tiers, Rubrics, and Draft Lesson Plan

Available:
Tues., April 17

Complete by:
Mon., April 23

Readings

- Making a Tiered Lesson
- Rubric for Evaluating Final Lesson Plans
- Understanding Rubrics

Lesson Activities

- Assignment: Draft lesson plan
- Assignment: Design a rubric

Discussion Posts

- Draft Lesson Plans

Lesson 6: Finalizing Your Lesson Plans

Available:
Tues., April 24

Complete by:
Mon., April 30

Readings

- Rubric for Evaluating Final Lesson Plans
- Critique of a Lesson Plan

Lesson Activities

- Project: Final lesson plan (required)

Discussion Posts

- Final Lesson Plans

Course Summary

Available:
Tues., May 1

Complete by:
Mon., May 7

Activities

- Course Evaluation
- E-mail course instructor when all course activities are complete and ready for evaluation.

Discussion Posts

- How Did It Go?
- What I've Learned

Course Completion

To successfully complete this course, I will assess your work based on whether and to what extent you have done the following:

1. Participated in asynchronous discussions and synchronous chats: 25%
2. Completed the three exams at 80% proficiency: 15%
3. Posted an introduction: 5%
4. Completed 80% of the assignments: 30%
5. Completed the Final Lesson Plan: 25%

If you score an 80% or above, you will successfully complete the course and earn a certificate of completion.

Course materials are available through Monday, May 21, 2012.

Online Course Policies

For courses hosted by ProLiteracy and World Education, Inc.

Online Course Enrollment and Payment

1. Course registration remains open until two days before the course start date or until maximum enrollment is reached, whichever is first.
2. Courses may be canceled within one week of the course start date due to insufficient enrollment. Refunds will be processed for all registrants
3. Courses may be rescheduled within one week of the course start date due to insufficient enrollment. A course registrant may request a refund of the full course fee in lieu of enrollment in the rescheduled course. ProLiteracy or World Education will process refunds for requests made within 4 weeks (20 business days) of the host organization’s notification of the course date change.
4. ProLiteracy and World Education staff will make a reasonable attempt to insure that the course registrants are able to access the online course system by sending confirmation emails, and through telephone contact if necessary, using the contact information provided upon course registration.
5. Full refunds or credit may be given for requests made **no later than 5 business days** prior to the course start date.
6. Registrants requesting withdrawal from the course **within 5 business days** before or after the course start date may receive a 50% refund or a 75% credit toward another online course offered by the same host organization.
7. No refunds or credit will be given for requests made **after 5 business days** of the course start date. (See chart below.)

← Full Refund or credit		50% refund or 75% credit											No refund or credit→	
Thurs	Fri	Mon	Tues	Wed	Thurs	Fri	Mon Course Start Date	Tues	Wed	Thurs	Fri	Mon	Tues	Wed

8. Refunds will not be provided for registrants who cannot meet the minimum technical requirements for course participation. See Minimal Technical Requirements on pages 3–4.
9. Full refunds or credit will be given to registrants who meet the minimum technical requirements and have technical problems that significantly impact the delivery of the course content and for which ProLiteracy’s technical support is not able to resolve.
10. Although there may be occasions where the course ending dates and final assignment deadlines are extended to accommodate either the participants’ or instructor’s schedules, ProLiteracy and World Education reserve the right to limit course extensions to two weeks. See Online Course Completion Policies on page 2.

Online Course Completion Policies

1. Upon satisfactory completion of all course requirements, course participants may print a Certificate of Completion by going to their Grade Book in the learning management system (LMS) or a certificate will be supplied via e-mail. (ProLiteracy and World Education do not mail hard copies of the course completion certificate.) Completion certificates are available anytime after the course has ended.
2. The Certificate of Completion documents the professional development hours associated with the course, as listed in the course description; it does not document the actual hours the course participant spent doing coursework. Participants may take more or less time, depending on their depth of participation and comfort with technology. Completion time is the estimated time participants should expect to spend with a course; however, the actual number of hours each participant spends on coursework may vary greatly.
3. Course completion requirements are published in the Course Outline and Schedule, available as a document within the course on the LMS. In order to receive a Certificate of Completion, the participant must meet the course completion requirements listed on the Course Outline and Schedule by the final deadline posted.
4. The course instructor has the sole authority to determine if the participant has met the minimum requirements for course completion.
5. The instructor will post the date on which participants may download their Certificate of Completion.
6. Participants may negotiate revision and re-submission of their work with the course instructor; however, the participant must submit revised work by a mutually agreed upon deadline in order to receive the Certificate of Completion.
7. Participants may negotiate a one-time extension for final course completion at the sole discretion of the course instructor. If the participant fails to meet the extended deadline, no further extensions will be allowed.
8. Course content is only available for the duration of the course: After the course has closed, course content and any documents participants have uploaded to the LMS will not be available.

Course Communications Policies

1. Course communications include group e-mails, discussion posts, chats, Webinars, Webinar archives, team discussions, and instructor/participant correspondence.
2. Course instructors and facilitators will use e-mail, either within or outside of the LMS, as the primary source of communication with course participants. Electronic communications will be directed to the e-mail addresses located in the participants' profile within the LMS.
3. Only course participants, instructors, facilitators, and ProLiteracy or World Education staff may access and use LMS course communication tools.
4. Upon request of the individual participant, ProLiteracy and World Education staff, instructors, and facilitators may provide a course participant's sponsor (i.e., one who purchases the course on behalf of the course participant), with the Course Outline and Schedule and the participant's LMS Grade Book information. ProLiteracy and World Education staff, instructors, and facilitators will not provide sponsors access to or records of any course communications.

Minimum Technical Requirements

ProLiteracy's online courses are offered via the IntraLearn learning management system and WebEx Internet conferencing system. To participate in courses, you must have access to a reliable computer with an Internet connection. We recommend a high speed Internet connection. For courses that include Webinar sessions, you must have the ability to be on an Internet-connected computer and a telephone at the same time. We recommend a screen resolution 800x600 or higher.

System Requirements

System requirements for operating the course management software, plug-ins and minimum client requirements (e.g., workstation and browser) are listed below.

PC:

Windows XP
 Windows 2000
 Internet Explorer 5.5+
 Netscape 7.0

Macintosh:

Macintosh OS X
 Internet Explorer 5.2 Macintosh Edition
 Netscape 7.1 Macintosh Edition
 Mozilla Firefox

Note: IntraLearn has been shown to work under Windows 95/98/ME. However, since Microsoft has discontinued support for these operating systems, we will not be able to address any issues related specifically to those operating systems. IntraLearn has not been tested with Microsoft Vista, and ProLiteracy cannot guarantee support for that operating system.

General Requirements for HTML-compliant Browsers

- Accepts cookies
- Supports JavaScript 1.0 and Java 1.0.2.
- Supports XML
- Supports style sheets

Note: The AOL browser is not compatible with the course management software. If you use AOL to connect to the Internet, you should also install a compatible browser to use for these courses. You can connect to the Internet via AOL, then open a second browser window to access your courses.

Accepting Cookies

To access course material, your Internet browser must be set to accept cookies.

- *If you are using a Firefox browser*, go into the browser settings under the Tools menu, and select Options → Privacy. Check the boxes beside "Accept cookies from sites" and "Accept Third Party Cookies".
- *If you are using Internet Explorer (IE7)*, go into Tools → Internet Options → Privacy, and pull the slider all the way down to "Accept All Cookies."

Additional Plug-ins

Some courses require additional plug-ins to access media and course resources (e.g., Shockwave, Windows Media Player, Adobe Acrobat, WebEx media players). You should have the ability to download and install these plug-ins on your computer, or have access to a technical support staff person who can do this for you.