

CENTER FOR GRADUATE AND PROFESSIONAL STUDIES
GOUCHER COLLEGE
TEACHERS' INSTITUTE
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ED 564: Differentiating Instruction: Success for Every Student

Monday, July 11- Friday, July 15, 2011

Instructor: Leslie Grahn (410-531-5403, lgrahn@hcpss.org)

Course description: Students will deepen their knowledge about topics relating to differentiated instruction through the exploration of tools, simulations, discussions, and research. They will apply their learnings through the creation of original differentiated products and will reflect on how differentiated instruction connects to their work in the classroom.

Course objectives:

By the end of this course, students will:

- Identify key components of differentiated instruction
- Discuss aspects of a supportive learning environment
- Evaluate tools used to collect information about learners' readiness, learning profile, and interests
- Examine formative and self-assessment tools and feedback strategies
- Explore flexible grouping strategies
- Analyze, adapt, and design differentiated activities.

Course Requirements:

1. Bring laptop to each class
2. Nightly reading assignments from text (purchased in advance of 1st class)

How to Differentiate Instruction in Mixed-Ability Classrooms, 2nd Edition, Carol Ann Tomlinson, ASCD, 2004

ISBN: 978-0131195004

Hard Copy list price: \$20.95

[Amazon](#): \$18.06

[Ebook through ASCD](#): \$20.95

Reading Follow-Up Assignment Choice Board

In preparation for daily discussions of readings from the text, you may choose one of the following for each. You are encouraged to make a variety of choices.

Answer the questions provided for each of the chapters read. They can be found at: http://bit.ly/g1ltv2	Create a visual or set of visuals that best capture the ideas from the chapters (pictures, timeline, collage, etc.).	Create a word cloud, web, or mind map of key ideas from the chapters. (ex. Wordle: www.wordle.net Webspiration: www.mywebspiration.com)
	YOUR CHOICE! (must be approved by instructor)	
Create a list of questions you would ask the author in an interview about the content of the chapters.	Choose a metaphor that comes to mind and relate it to the ideas in the chapters by making connections.	Create a set of manipulatives you might give students to help them process the information in the chapters.

3. Active participation in whole group and small group discussions
4. Daily attendance (lateness and absence are not permitted)
5. Portfolio

Portfolio description:

Section I: Reading Follow-Up Assignments (4)

Section II: Differentiated Activities

A collection of 4 different differentiated products you have created during the course. You may choose from the following: choice board, a set of learning centers, RAFT assignment, tiered assignment, cubing/think dots activity, WebQuest, a differentiated lesson plan.

Section III: Reflection paper (3 pages minimum, double spaced, 12 point font)

Discuss the process by which you created your products. Identify the learners you targeted for each. Describe the context of each activity. Make connections between the text and the activities you created.

Portfolio is due electronically as an email attachment (lgrahn@hcpss.org) or in hard copy postmarked by midnight on Tuesday, July 19, 2011.

Electronic submissions:

1. Files/documents should be clearly labeled (use your initials in the titles)
2. Send documents in doc, docx, or PDF formats only.
3. You will receive a confirmation email from me that your files have been received and that I was able to open them.

Evaluation:

Your grade will be based on the following:

Portfolio	175 pts
Response to reading artifacts	40 pts
Differentiated Activities	80 pts
Reflection paper	55 pts
Class participation	25 pts
TOTAL	200 pts

180-200 pts	A	140-159	C
160-179 pts	B	<140 pts	F

	Topics	Featured DI Strategies	Assignments
Mon, 7/11/11 8:30am- 4pm	<ul style="list-style-type: none"> • Self-assessment • DI research • Supportive learning environment 	Learning Centers	Read text Ch 1-3 Portfolio work
Tues, 7/12/11 8:30am-4pm	<ul style="list-style-type: none"> • Knowing the learner • Flexible grouping • Cooperative learning 	Choice boards	Read text Ch 4-7 Portfolio work

	<ul style="list-style-type: none"> • Foldables 		
Wed, 7/13/11 8:30am-4pm	<ul style="list-style-type: none"> • Respectful tasks 	RAFT assignments Tiered assignments	Read text Ch 8-10 Portfolio work
Thurs, 7/14/11 8:30am-4pm	<ul style="list-style-type: none"> • Continuous assessment • Rubrics • Feedback 	WebQuests Cubing/Think Dots	Read text Ch 11-14 Portfolio work
Fri, 7/15/11 8:30am-1pm	<ul style="list-style-type: none"> • High quality curriculum 	Planning for differentiation, DI + Tech	Portfolio- deadline is midnight Tuesday, July 19, 2011

Goucher College does not issue grade reports. You can obtain your grade approximately 3 weeks after concluding the course by going to the Goucher website (mygoucher) and follow the prompts to receive your grade. If you have misplaced your password, please contact the help desk and they will walk you through this procedure (410-337-6322).

If you need a paper copy of grades for tuition reimbursement, you will need to request a transcript in writing. You can fax your request to Student Administrative Services (SAS) at 410-337-6504 or mail to SAS at

**Goucher College, SAS
1021 Dulaney Valley Road
Baltimore, MD 21204**

There is no charge for this request. Please allow 3-5 working days to process. To access the transcript request form, please go to <http://www.goucher.edu/x1891.xml>