

**ROBERT S. WELCH CENTER FOR GRADUATE &
PROFESSIONAL STUDIES
GOUCHER COLLEGE
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GRADUATE REQUIREMENTS

**Differentiating Instructional Strategies for the Inclusive Classroom
ED502**

Instructor: Maureen Flanigan

DIFFERENTIATED LESSON PLAN

Due Date: Friday June 25 2010 40 points

The Lesson Plan typed (4 pages excluding cover page) project demonstrating differentiated instruction in a lesson.

**** The main focus of the project is to develop differentiated instructional strategies, modifications and accommodations in content, process, product and environment in your lesson.**

Grading format-Typed Presentation

Professional Quality 2 points – Cover page, 4 pages, outline form, typed, 12-point font, double-spaced, no spelling errors, no typing errors, appropriate professional language _____

0 points – No cover page, 1 spelling error, 1 typing error, and poor professional language use _____

Topic 1 point – Subject area & grade _____

Learning Goal 1 point – MSDE Standards/Core Learning Goals & Voluntary State Curriculum for the appropriate grade you are teaching _____
<http://mdk12.org/instruction/curriculum/index.html>

Objectives 3 points - Must be measurable _____

Teaching Strategies 2 points – State strategies you will use-multisensory approaches, modeling, demonstration, group work, Guided Reading, Think-Aloud _____

Student Strategies 2 points – What student strategies will the students be demonstrating (problem solving, evaluation, main idea) _____

Instructional Procedures 5 points – How will your lesson begin, proceed, and close; How will you introduce, motivate, group and end the lesson? _____

Materials 2 points – Include book, visuals, handouts and modified materials _____

Content, Process & Product 12 points – Demonstrate specifically with clarity how you will modify/differentiate content (what the student will know); process (activities that will enhance learning) and product (how will the student demonstrate learning) ***All 3 areas must be addressed with minimum of 1 example each. _____

Assessment 3 points – How will students be assessed/evaluated; how will they demonstrate strategies and skills acquired _____

Additional Modifications/Accommodations 3 points – What additional modifications, accommodations such as room arrangement or seating _____

Reflection 3 points – Construct a short paragraph reflecting on how you feel this lesson will be a positive experience for all your students. Include references to lesson and your personal thoughts. Minimum of 4 sentences. _____

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GRADUATE REQUIREMENTS

Differentiating Instructional Strategies for the Inclusive Classroom
ED502 Instructor: Maureen Flanigan

Differentiating Strategy Report and Oral Presentation: Due Date: Thursday June 24, 2010

Typed Strategy Report: Twenty (20) points

Professional Quality 2 points – Cover page, 3 pages, outline form, typed, 12-point font, double-spaced, no spelling errors, no typing errors, appropriate professional language _____

0 points – No cover page, 1 spelling error, 1 typing error, and poor professional language use _____

Definition of Differentiating Strategy 4 points – Definition based on research (cite please) with professional explanation _____

0 points – lack of research definition _____

Examples of Differentiating Strategy 4 points – At least 3 examples with explanations from research and or professional experience _____

2 points – Lack of research and or professional

experience

0 points – Less than 3 examples, lack of

research

Procedures for Instruction 5 points – Specific details on how strategy is taught/modeled to students and incorporated into classroom instruction. Give 2 examples _____

2 points – Explanation is vague; only 1 example

0 points – Explanation is poor with no examples

Pros & Cons of Strategy Use 5 points – At least 3 pros and cons each with explanations _____

2 points – Lack of explanations

0 points – lack of explanations and less than 3

examples

Oral Presentation of Strategy – 20 points Due Thursday July 1st, 2010

3 points - Length 10-15 minutes; emailed to

instructor and peers in class _____

4 points – Organized visually; Written information

clear and easy to read-no spelling errors _____

5 points – Organized orally – audience involvement;

not just reading from board _____

8 points – Clear explanation of definition, examples,

procedures and pros/cons (2 points each part) _____

Participation & Attendance 15 points

College and instructor's policy requires five (5) full days of attendance from

Monday June 21 – Friday June 25, 2010 8:30 AM to 4:00 PM. Participation includes actively engaging in large & small group discussions/activities, contributing ideas, respecting other opinions and giving one's full attention to all presentations.

Grades

A – 100 – 90 points

B – 89 – 80 points

C – 79 – 70 points

Below 70 – F

Differentiated Lesson Plan – 40 points
Differentiated Strategy Report – 20 points
Differentiated Strategy Presentation – 20 points
Participation & Attendance – 20 points
Total Points – 100 points

*****Goucher College does not issue grade reports. You can obtain your grade approximately 3 weeks after concluding the course by going to the Goucher College 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 SAS at

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

There is not 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>