ED 589: The Art of Differentiation, Grades K-12

Instructor of Record: Caryn Huss, PhD.

Address: PO Box 485
                    Beacon, NY 12508

Email: literacysolutions.net@gmail.com
Phone: 845-380-3437
Fax: 845-765-8065

Course Credit: 1.0 graduate credits

Dates & Times: Online: This 15-hour online, asynchronous course, divided into 10 modules. The student must spend a minimum of 1.5 to 2 hours per week over 10 weeks to complete this course.

COURSE DESCRIPTION:

The art of differentiation happens through design, re-design, and new strategy. Participants in this e-course will reinvent lessons using research-based, effective methods for differentiation. They'll have opportunities to re-purpose lesson plans, understand readiness versus ability, and capitalize on brain plasticity to engage students through intellect and creativity. Learning profiles, interest surveys, cognitive-friendly learning environments, tiered questioning and student "hooks" for rigorous learning application are some of the takeaways to this e-course.

STUDENT LEARNING OUTCOMES:

Upon completion of this course, the student will be able to:
  • Produce and manage differentiated lessons using research-based strategies.
  • Apply design strategy for grouping and classroom environment.
  • Plan and revise online and print tools for differentiation such as learning profiles, interest surveys and tiered questioning.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

Required Text:
  • Buehl, D. (2009). *Classroom strategies for interactive learning.* Newark, DE: IRA.
  • Carolan, J. (2007). Differentiation: Lessons from master teachers. *Educational Leadership, 64*(5), 44-47.
  • Dodge, J. (2009). *25 quick formative assessments for a differentiated classroom*. New York, NY: Scholastic, Inc.
  • Gregory, G. H., & Kuzmich, L. (2004). *Data driven differentiation in the standards-based classroom*. Thousand Oaks, CA: Corwin Press.
  • Jensen, E. (2013). Engaging Students With Poverty in Mind. Alexandria, VA: Association for
  • Supervision and Curriculum Development.

- Tomlinson, C. A. (2014). *The Differentiated Classroom: Responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development.

Recommended Text:
- Marzano, R. J. (2015). Vocabulary Games for the Classroom. Marzano Laboratories.
- Servilio, K. L. (2009). You get to choose! Motivating students to read through differentiated instruction. *Teaching Exceptional Children Plus*, *5*(5), 2-11.
- Tobin, R., & McInness, A. (2008). Accommodating differences: Variations in differentiated literacy instruction in grades 2/3 classrooms. *Literacy, 2*(1). 3-9.

COURSE REQUIREMENTS:

Students will have 10 weeks to complete each course**,** after which time they will be un-enrolled. If you need an extension, please email the instructor. Complete one module at a time. This is a 15-hour course. Each module will take approximately 1.5 to 2 hours to complete, give or take with some less and some more, to constitute 15 full instructional hours. The system will auto-check the course components when the requirements have been met. Requirements include reading lectures, viewing video, and responding to discussion prompts or scenario prompts. Keep in mind that:
- Some course elements are optional such as grade-band video and resources, in which case you can toggle over the check box and self-check to keep a record of your progress.
- Certificates of Completion will be made available in the final module once all assignments are submitted, participation and hours requirements met.

In order to receive a Passing grade, the participant must complete the following course requirements:
- All discussion forums and/or scenario responses must include 1 original post to the question prompt and one to another student in the cohort.
- All video viewed. When there are several video divided by grade-band, select the appropriate and view.
- All books read in full, scrolling from beginning to end.
- All practice lessons and/or activities complete.
- All assignments complete (lessons or unit plans)
- Certificates will not be printable until all of the above conditions have been met, with a passing grade issued by the instructor.

GRADE DISTRIBUTION AND SCALE:

Grade Distribution:

Discussion Forums, Scenario Responses	30%
lessons and/or activities	20%
Lesson and/or unit Plans	50%

Grade Scale:
Grading will be Pass/Fail: A minimum score of 80% will be required to pass.