



## **Early Career Teacher Series (formally Teach In the Know):** **Embracing Differences: Bringing Differentiated Instruction Into Your Classroom**

**EDUO 9896 2 Semester Credits/Units**

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### **Public Syllabus**

*Note: This is a Public syllabus of the course. For a fully detailed syllabus, please email the instructor.*

### **Course Overview:**

Implement differentiated instruction in your classroom by exploring a variety of methods that will guide you to maximize learning for your diverse group of students. Through a guided examination and practice of each strategy, you will create a differentiated learning environment that is manageable and effective. Engage in course content to plan and practice as you continue to grow as a teacher.

### **Course Objectives:**

In this course, participants will have opportunity to:

- Investigate background information, strategies, examples, and teaching tips for differentiating content, process, and products within a classroom... **Grow**
- Design three lessons demonstrating the principles and practices of differentiation as they relate to content, process, and products... **Connect**
- Reflect on the impacts of the differentiation techniques and how they can be effectively used in the future... **Cultivate**

### **Course Relation to CCS or other Professional Standards**

#### **Early Childhood Generalist Standards**

Standard III: Fostering Equity, Fairness and Appreciation for Diversity  
Standard VI: Managing the Environment for Development and Learning  
Standard VII: Planning for Development and Learning  
Standard IX: Reflecting on Teaching Young Children

#### **Middle Childhood Generalist Standards**

Standard II: Respect for Diversity  
Standard III: Establishing an Environment for Learning  
Standard V: Instructional Decision Making  
Standard IX: Reflective Practice

## How to Submit Sharing of Practices on FlipGrid:

Some practices will be shared digitally through the app, FlipGrid. All participants must have access to an internet source as well as a mobile or laptop device.

## How to Submit Sharing of Practices on Moodle:

Each completed sharing of practice in this course is submitted to the instructor for review. Follow directions at the end of each practice on how to prepare and in which Moodle Dropbox to place completed work. Name each file submitted with your last name and S.O.P number (i.e. BrownSOP3. Make sure you place your full name, course number and sharing of practice number at the top of each document page.

Grading assessment rubrics for written projects and for presentation projects are found in this document.

## Course Sharing of Practices:

Topic	Sharing of Practice (SOP)
<p><b>SOP #1:</b> Introduction to Differentiation: The Importance of Formative Assessments and Flexible Grouping</p> <p>(suggested pace: 1 week)</p>	<p><b>SOP#1: Introduction to Differentiation</b> <i>Objective: By the end of this SOP, participants will have learned and reflected on how formative assessments and flexible grouping are integral components of successful differentiated instruction.</i></p> <p>Read Carol Ann Tomlinson’s first chapter in <u>The Differentiated Classroom</u>. Write down 3 important “take aways” from the chapter that you want to keep in the front of your mind as you move through this course.</p> <p>Download and complete the “How Well Do You Know Your Students” activity.</p> <p>Reflect on the value of ongoing assessments and research some formative assessment ideas.</p>
<p><b>SOP #2:</b> Differentiating Content: Introducing Tiered Instruction</p> <p>(suggested pace: 2 weeks)</p>	<p><b>SOP#2: Differentiating the Content</b> <i>Objective: By the end of the SOP, participants will have designed, implemented, and reflected on a tiered lesson in which the content of the lesson is differentiated.</i></p> <p>Download and review the slideshow on differentiating content using tiered instruction from Moodle</p> <p>Administer a formative assessment to your class</p> <p>Design and teach a tiered activity/lesson that differentiates the content of your lesson based on student readiness or interest. Refer to the slideshow for specific steps and its video guide to help you design your tiered lesson.</p>
<p><b>SOP#3</b> Differentiating Process: Using Learning Styles to Better Reach</p>	<p><b>SOP#3: Differentiation the Process</b> <i>Objective: By the end of this SOP, participants will have designed, implemented, and reflected on a lesson that differentiates the process of learning by including various learning styles.</i></p> <p>Review the slideshow on differentiating process using various learning styles</p>

<p>Your Learners</p> <p>(suggested pace: 2 weeks)</p>	<p>Administer a learning style inventory to your class</p> <p>Design and teach a tiered activity/lesson that differentiates the process</p> <p>Reflect on your lesson and the impact of this differentiated strategy in your classroom.</p>
<p><b>SOP#4:</b></p> <p>Differentiating Products: Using Higher Order Thinking to Provide Student Choice</p> <p>(suggested pace: 2 weeks)</p>	<p><b><u>SOP#4: Differentiating the Products</u></b></p> <p><i>Objective: By the end of this SOP, participants will have designed and reflected on a series of differentiated products using higher-order thinking taxonomies to match a specific outcome.</i></p> <p>Review the slideshow on differentiating products using choices and the taxonomy of higher-order thinking</p> <p>Design a rubric (either on your own or with the influence of your class) that clearly denotes the objectives of an activity.</p> <p>Reflect using the provided prompts on the impact of this differentiated strategy in your classroom today.</p>
<p><b>SOP#5:</b></p> <p>Closure and Reflection on Differentiation</p> <p>(suggested pace: 1 week)</p>	<p><b><u>SOP#5: Closure and Reflection</u></b></p> <p><i>Objective: By the end of this SOP, participants will have thoughtfully reflected on their learning and future steps related to differentiated instruction.</i></p> <p>Reflect on your three experiences with differentiating content, process, and product. Think back to your initial “take aways” and goals for yourself from SOP#1.</p>

### Course Assessment Rubric:

<b>A</b> All assignments meet criteria	<b>B</b> Most assignments meet the criteria	<b>Not Acceptable</b> Does not meet criteria Resubmit assignments
Submitted coursework is original, highly organized, clearly articulated, free of spelling and grammatical errors, and includes detailed evidence to demonstrate completion of the course objectives.	Submitted coursework is original, organized, clearly articulated, mostly edited for spelling and grammar, and includes basic evidence to demonstrate completion of the course objectives.	Submitted coursework may not be original, is limited in organization and clarity, poorly edited, or includes minimal evidence to demonstrate completion of the course objectives.
Shows exemplary understanding of background information as well as several strategies for differentiating content, process, and products within a classroom. Strong application of new knowledge is evidenced by all three submitted lesson plans and their corresponding reflections.	Shows a basic understanding of background information as well as a few strategies for differentiating content, process, and products within a classroom. Basic application of new knowledge is evidenced by all three submitted lesson plans and their corresponding reflections.	Needs more time to develop an understanding of the background information as well as strategies for differentiating content, process, and products within a classroom. More time for application of new knowledge is needed as evidenced by the submitted lesson plans and their corresponding reflections.

Final reflection responds directly to prompt and demonstrates a strong connection between course content and experience.	Final reflection responds adequately to prompt and demonstrates a connection between course content and experience.	Final reflection responds with limited reference to the prompt and has minimal connection between course content and experience.
Engages in professional dialogue that demonstrates interest that deepens individual performance.	Engages in professional dialogue that demonstrates some interest in deepening individual performance.	Engages in limited professional dialogue that minimally demonstrates interest in improved performance.

- For questions involving your registration please contact us at [support@dominicanCAonline.com](mailto:support@dominicanCAonline.com) or call (800) 626-5080. To change your address, link to your Dominican Store account at [https://www.dominicanaonlinestore.com/store/index.php?main\\_page=login](https://www.dominicanaonlinestore.com/store/index.php?main_page=login)
- For Dominican Self-Guided course information, link to <http://dominicancaonline.com/Dominican-CA-Online-FAQ>

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