

**EDU 6305 Differentiated Instruction
Southern Methodist University
Spring 2014**

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Course Description:

This course will introduce students to concepts involving assessment and curriculum design to facilitate differentiation in classrooms. Graduate students will study design principles for planning a classroom assessment program. Subsequently, graduate students will use assessment data to differentiate for students in their classrooms by modifying processes and products without compromising the challenge of curriculum goals for all students.

Prerequisites:

EDU 6322 Educational Psychology
EDU 6304 Interpreting Educational Research

Course Objectives:

Graduate students will:

- Apply concepts of content validity; stability, alternate form and internal consistency reliability; sampling bias and other assessment design principles to the development of teacher designed assessment tools and procedures
- Develop systems for observational and anecdotal record keeping of academic skills and behaviors to document student growth and progress
- Utilize results of formative and summative assessments to manage and differentiate instruction for students
- Design presentation about a field-tested or research-based differentiation strategy that targets a selected population of students who need modified instruction
- Evaluate effectiveness of differentiated instruction using well-designed assessment tools in a cycle of continuous improvement of their practice

Topical Outline of Course:

- Review of test and measurement terminology
- Reporting methods and score analysis from standardized tests, state tests, and progress monitoring tests
- Study of assessment design principles including:
 - Clarity of purpose
 - Measurable goals
 - Target-method match: alignment to content/cognitive level
 - Bias detection
- Use of assessment data to monitor and adjust instruction
- The value and importance of formative assessment
- Concept vs. topic driven curriculum as a tool for differentiation
- Study of field-tested and research-based practices for differentiating for struggling readers, English language learners, gifted students, unmotivated students, special education students with physical or cognitive challenges
- Application of practices: design of assessment instruments and instructional strategies designed to meet students' needs

Principal Texts:

Popham, J. (2011). *Classroom assessment: What teachers need to know* (6th ed.). Boston: Pearson.

Tomlinson, C. A. (2004). *How to differentiate instruction in mixed-ability classrooms* (2nd ed.). Upper Saddle River, NJ: Pearson.

Principal Readings:

Black, P., & Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80(2), 139-148.

Chapman, C., & King, R. (2005). 11 practical ways to guide teachers toward differentiation (and an evaluation tool). *National Staff Development Council*. 26(4), 20-25.

Hall, T. (2007). *Differentiated instruction: Effective classroom practices report*. National Center on Accessing the General Curriculum (NCAC). http://www.cast.org/publications/ncac/ncac_diffinstruc.html

Tomlinson, C.A. (2003). Deciding to teach them all. *Educational Leadership*, 61(2), 5-11.

Selected readings and articles on differentiation for Special Education, Gifted and Talented and ELL will be posted on Blackboard by both students and instructor.

Assignments/Methods of Evaluation:

1) Assessment Development/Rationales (30 points)

Teachers with graduate degrees are expected to understand how effective assessment leads to effective instruction that meets the learning needs of students.

You will use principles of designing appropriate assessments and create the following four assessment instruments/data collection methods for one self-selected grade level.

- a. A method of collecting base-line data at the beginning of the year that helps establish what students know about the content of the class. (5 points – due February 13)
- b. An organizational system for collecting anecdotal records that document students work habits or skill progress in an area that requires observation. (5 points – due February 13)
- c. One performance assessment related to a unit of study. (5 points – due February 27)
- d. Plans for formative assessment methods to be incorporated in a selected unit of study. (5 points – due February 27)

In addition to the assessment, you will write two 2-3 page rationales explaining why this particular assessment was selected for this particular reason. You will choose to write this rationale

for a) or b) due February 13 AND
for c) or d) due February 27.

Each rationale will be worth 5 points. The format for these rationales will be discussed in class.

2) Staff Development on Differentiated Instruction (30 points):

Teachers with graduate degrees are often asked to prepare and present professional development sessions to their peers.

You will choose a group of learner types, e.g. English learners, Learners with special needs, Gifted learners, or other group of learners for whom differentiation would be helpful to them. First, you will read a minimum of 10 resources on that narrow topic. An annotated bibliography (following formatting agreed upon in class) will document these sources. This part of the assignment will be **due in draft form April 3** (only 4 annotations required for this part) and on **April 10 as a final paper**. This part of the assignment will be worth **10 points**.

Using the information you learn from your readings, you will create detailed plans for a one-hour staff development presentation with the audience being colleagues at your school.

For each presentation, you will identify 1 article (from the annotated bibliography) for the class to read prior to the presentation.

Presentation plans must include:

- 1) A handout;
- 2) A short paper including a scripted introduction and conclusion, a detailed outline for the middle part of the presentation, and specific activities that will engage the audience and encourage participation;
- 3) Presentation to class of 12 minutes of the presentation (the 3-5 minute introduction and a 7-9 minute portion of the middle part of the presentation).

This assignment will be due either on **April 17 or April 24** (students will sign up for a day), and be worth **20 points**. (Note: A separate reference list is not needed for the short paper. Your references should be stated in your Annotated Bibliography.)

The presentation will be graded according to the criteria that will be posted on Blackboard under Documents. This assignment is directly related to program outcomes C and D (Leaders in Translating Research into Classroom Practice; Experts in Differentiated Instruction).

- 3) Teachers with graduate degrees are frequently expected to be leaders at the school and district levels in creating and analyzing curriculum that meets state standards and supports learning for all students.

Differentiated Instruction Unit (15 points) Due May 1:

You will analyze one unit of study (from Intel Project-Based Units -- <http://www.intel.com/content/www/us/en/education/k12/project-design/unit-plans/grade-index.html>) designed for one of the following age groups (elementary, late elementary, middle, or high school). Using the principles of differentiated instruction, you will create an analysis of a unit that includes both positive aspects of the unit and written specific suggestions for changing the unit to better meet the learning needs of particular groups of students, e.g. struggling readers, English language learners, gifted students, unmotivated students, special education students with physical or cognitive challenges. The paper will include 2 primary sections:

- 1) strengths of the unit

- 2) recommendations for improving the unit including why the changes meet the needs of the targeted group of students, and

Citations should be used to support strengths and recommendations. The paper should be 5-6 pages in length. This assignment will be scored according to the list of criteria that will be posted on Blackboard under Documents. This assignment is directly related to program outcome D (Experts in Differentiated Instruction).

- 4) Two exams are included in the assessment methods for this class. There will be one in-class mid-term (short answer and essay questions, 20 points) and one on-line final (essay questions, 5 points).

Grading:

94-100	A
90-93	A-
87-89	B+
83-86	B
80-82	B-
79	C+
77-78	C
75-76	C-
74	D+
72-73	D
70-71	D-
Below 70	F

Because teachers are expected to demonstrate professional proficiency in writing, the grading standards for assignments and projects will include the use of clear, correct writing with a professional tone.

Calendar for Spring 2014

Date	Discussion Topics and readings/ <i>assignments due</i>
January 23	Review of Syllabus Overview of Differentiated Instruction
January 30	Discussion of Popham Chapters 1 and 2 Discussion of Article on Anecdotal Records
February 6	Discussion of Popham Chapters 3, 4, and 5 Choice of Topic for Annotated Bibliography/Presentation: English learners, Learners with special needs, Gifted learners, or other group of learners for whom differentiation would be helpful to them
February 13	Discussion of Popham Chapters 6, 7, 8, and 12 Discussion of Black & Wiliam (1998) <i>Assignments Due: Baseline Data Plan; Anecdotal Records Plan; and Rationale for one of these assessment plans</i>
February 20	Discussion of Popham Chapters 9, 13, and 14
February 27	Discussion of Other Ways of Assessment <i>Assignments Due: Performance Assessment; Formative Assessment; and Rationale for one of these assessments</i>
March 6	Discussion of Tomlinson (2001), Chapters 1-4 Discussion of Tomlinson (1999; 2003)
March 13	Spring Break
March 20	Discussion of Tomlinson (2001), Chapters 5-7
March 27	<i>MidTerm</i>
April 3	Discussion of Tomlinson (2001), Chapters 8-11 <i>Assignment Due: Draft of Annotated Bibliography (4 annotations)</i> Peer response of annotations Group Analysis of Unit re: Content

April 10	Discussion of Tomlinson (2001), Chapter 12 Group Analysis of Unit re: Process <i>Assignment Due: Final Annotated Bibliography</i>
April 17	Discussion of Tomlinson (2001), Chapter 13 Group Analysis of Unit re: Products <i>Assignment Due: Presentation (half the class)</i>
April 24	Discussion of Popham Chapter 13, 14, 15 <i>Assignment Due: Presentation (half the class)</i>
May 1	Discussion of Comps and Comp-Like Test Questions <i>Assignment Due: Unit Analysis</i>
TBA	Final (online)

Course Policies and Professionalism:

Professionalism: Regular and punctual attendance is expected. Students are expected to be prepared for class. Text messaging and cell phone calls during class are not acceptable professional behavior. Students are responsible for checking SMU email on a daily basis for messages from the university or from instructors.

Absences: One absence during the course is acceptable. Other absences must be “made up.” Extra work should consist of student-selected readings related to the topics in the chapter (a minimum of 2 hours) and a written reflection (not just summarization). Documentation of this extra work must be turned in within two weeks of the absence. The course grade can be lowered a full letter grade for absences that are not made up through extra readings/documentation. The student is responsible for all content covered in the classes missed and should arrange to get notes from another student. Absences do not change due dates for assignments.

Substitution of Assignments: If any student believes that completing one or more assignment(s) will not benefit him or her, the student can negotiate substitution of another assignment of equal depth and investment of time.

Due Dates: All assignments must be turned in at the beginning of class on the date on the calendar OR posted to Blackboard by **5:00 pm** of the due date. The score of a late assignment will be reduced by 10% if submitted after the deadline, 20% if more than one week. Absence from class does not constitute notification about a late assignment.

Quality of Work: All written work must be typed and must meet the high quality standards expected of a teacher. Present your assignments as you would if they were to be reviewed by an administrator, member of the school board, or parents of current or prospective students. Additionally, work that has been submitted for another class may not be submitted for this class, even if it has been revised.

Request for Help with Assignments: Students should feel free to talk to the instructor- or email the instructor- about any assignment. However, the student must make an effort to begin the assignment before asking for help.

Revision of Assignment: If an assignment must be revised because it is unsatisfactory, the highest grade that can be earned on that assignment is 80% of total points for that assignment.

Plagiarism: Plagiarism is the misrepresentation of the work of another as your own. It is academic theft and is a serious infraction of the University Honor Code. SMU students who use the words of a printed source (including internet websites) without proper citation will be subject to failure for the assignment or failure in the course through faculty disposition. Cases of plagiarism may be referred to Honor Council for disposition.

Requests for Grades of Incomplete: Such requests are rarely granted by instructors in the School of Education and Human Development.

Disability Accommodations: Students needing academic accommodations for a disability must first be registered with Disability Accommodations & Success Strategies (DASS) to verify the disability and to establish eligibility for accommodations. Students may call 214-768-1470 or visit <http://www.smu.edu/alec/dass.asp> to begin the process. Once registered, students should then schedule an appointment with the professor to make appropriate arrangements.

Religious Observance: Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9.)

Excused Absences for University Extracurricular Activities: Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (University Undergraduate Catalogue)