**EDUC 5233**

**Leadership in Differentiating Instruction**

 Instructor: Dr. LaTasha Jones Adams

Term: Spring 2017

Office Hours: By appointment EST time zone

**Required Text:**

Allan, S.D. & Tomlinson, C.A. (2000). Leadership for Differentiating Schools and Classrooms, Alexandria, Va.: Association for supervision and curriculum Development.

Tiedt, P. and Tiedt, I. (2005). Multicultural Teaching: A Handbook of Activities, Information, and Resources, 7th ed., Boston: Allyn and Bacon. (7th edition)

**Course Description:**

This course is designed to enhance understanding of effectively meeting the needs of learners with varying abilities, interests, learning profiles by encouraging and supporting teachers as they match instructional strategies to student learning styles. Characteristics of a differentiated classroom; techniques for differentiating content, process, and outcomes; and differentiation on the basis of students’ readiness, interest, and need are components of this course. Candidates will learn how to move differentiation from an abstract idea to school-wide acceptance and implementation.

**Conceptual Framework:**

The Division of Education and the Unit for Teacher Preparation supports its philosophy and motto “Teacher as Leader for the 21st Century” through a rigorous professional education curriculum and through their Conceptual Framework. Knowledge, pedagogy, leadership, and reflective best practice are the four key concepts of the Conceptual Framework of which each program is based. This philosophy and motto is the foundation for all activities and coursework.

**Course Objectives:**

The purpose of this course is to provide guidance and research-supported strategies in how to manage differentiation both at the classroom and school level. Upon successful completion of this course students will be able to:

1. Demonstrate understanding of various aspects of differentiated instruction in the 21st century classroom. **(Program Goal: Knowledge)**

2. Demonstrate awareness of multiculturalism through research. **(Program Goal: Knowledge)**

3. Incorporate 21st century strategies for diverse learners. **(Program Goal: Knowledge, Pedagogy)**

4. Demonstrate leadership in supporting and assisting in incorporating classroom differentiated instruction of peers. **(Program Goal: Knowledge, Pedagogy, Leadership, Reflective Best Practice)**

5. Develop plans incorporating 21st century skills for school-wide implementation of differentiated instruction. **(Program Goal: Knowledge, Pedagogy, Leadership)**

**Course Requirements/Assessment Tasks**

**1. Annotated Bibliography**

Compile an annotated bibliography of at least two diverse population issues (disabilities, gifted/talented, gender, etc.). Each issue will include a minimum of 10 resources, including purchasing information. The annotation must include how the issue relates to an inclusive classroom.

**2. Classroom Case Study**

Identify a P-12 classroom that has students with varying abilities. Prepare a plan of how to accommodate or differentiate instruction for all students. The plan must include pre/post assessments of student learning.

**3. Multicultural Assessment**

Conduct an assessment using 21st century skills on a classroom environment, identifying strategies, materials, and resources used. Present the findings in a PowerPoint presentation that includes how strategies, etc. assisted diverse learners.

**4. School Action Plan**

Prepare an action plan for dissemination (using different media) of differentiation information and resources. The plan should also include how you would support peer teachers in their implementation of differentiation. The plan should also include a school-wide support and implementation.

**All work is due on assigned date.**

**Policy Statements:**

**Deadlines:**

Late assignments or projects will not be accepted. If you cannot meet a deadline, you should contact the instructor and ask for a deadline extension BEFORE the deadline arrives. Although extensions may be granted, they are not automatic. If you miss a deadline without receiving an extension, you may not make up the missed work.

**Emergency Exceptions:**

The only exception to the rule regarding missed deadlines is if you have had an emergency just before class or during class. If you choose to ask for an emergency exception, you will be required to provide written proof of the emergency. Only the instructor can decide whether a situation qualifies as an “emergency.” If your case qualifies as an emergency and you have written evidence, you will be allowed to make up the missed assignment or in-class work without penalty. Note: An appointment with a doctor, dentist or other health professional will not qualify as an emergency.

**Grading:**

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| --- | --- |
| |  | | --- | | **Grading Scale:**    90-100 = A  80-89 = B  70-79 = C   60-69 = D   0-69 = F | |

Grades will be assigned on the basis of accumulated points at the end of the semester. Points are earned through the completion of activities, attendance, and other assessment activities.

**Bibliography 25**

**Case Study 25**

**Multicultural Assessment  25**

**School Action Plan 25**

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| **Course Objectives** | **KTS** | **ISTE** | **SISI** | **EPSB** | **KERA Initiatives** | **21st Century Skills** | **Outcomes** |
| 1. Demonstrate understanding of various aspects of differentiated instruction in the 21st century classroom. | 1, 2, 3, 4, 5, 7, 8 | 1.2, 2.4 | 2 | Diversity  Literacy/  Reading |  | Digital Literacy  Inventive Thinking  Effective Communication | Bibliography    **Case Study** |
| 2. Demonstrate awareness of multiculturalism through research. | 1, 7 |  | 2 | Diversity  Literacy/  Reading  Closing the Gap | Program of Study, Common Core, Core Content 4.1 | Inventive Thinking  Effective Communication | Bibliography    Multicultural Assessment |
| 3. Incorporate 21st century strategies for diverse learners. | 1, 2, 3, 4, 5, 6, 7, 8 | 1.3  2.4  3.1 | 1, 3 | Diversity  Assessment  Literacy/  Reading  Closing the Gap | Program of Study, Common Core, Core Content 4.1 | Digital Literacy  Inventive Thinking  High Productivity  Effective Communication | Multicultural Assessment    **Leadership Reflective Journals** |
| 4. Demonstrate leadership in supporting and assisting in incorporating classroom differentiated instruction of peers. | 1, 2, 4, 7, 8, 10 | 2.4  3.1 | 2 | Diversity  Assessment |  | Digital Literacy  Inventive Thinking  High Productivity  Effective Communication | **Action Plan**    **Leadership Reflective Journals** |
| 5. Develop plans incorporating 21st century skills for school-wide implementation of differentiated instruction. | 1, 2, 9, 10 | 1.2  1.3  3.0  3.1 | 2 | Diversity  Assessment |  | Digital Literacy  Inventive Thinking  High Productivity  Effective Communication | **Action Plan** |

**Bold = Continuous Assessment**

**Bibliography:**

American Psychological Association (2009). Publication manual of the American Psychological Association, (5th ed.). Washington, D. C.

Tiedt, P. and Tiedt, I. (2002 or 2005). Multicultural Teaching: A Handbook of Activities, Information, and Resources. Boston: Allyn and Bacon. (6th or 7th editions are acceptable)

Tomlinson, C.A. (2001). How to Differentiate Instruction in Mixed-Ability Classrooms, 2nd ed. Alexandria.Va.: Association for Supervision and Curriculum Development.

Tomlinson, C.A. (2003). Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching. Alexandria.Va.: Association for Supervision and Curriculum Development.

Gregory, G.H. & Chapman, C. (2002). Differentiated Instructional Strategies: One Size Doesn’t Fit All. Thousand Oaks, CA.: Corwin Press, Ind.

The Kentucky Education Professional Standards Board. (1994). Experienced Teacher Standards for Preparation and Certification. Frankfort, KY: Kentucky Department of Education.

<http://www.kde.state.ky.us/otec/epsb/standards/exp_teach_stds.asp#std.1>

U.S. Office of Migrant Education (2001). The Help! Kit: A Resource Guide for Elementary Teachers of Migrant English Language Learners. Oneonta, NY: ESCORT.

U.S. Office of Migrant Education (2001). The Help! Kit: A Resource Guide for Secondary Teachers of Migrant English Language Learners. Oneonta, NY: ESCORT.