

SUMMER INSTITUTE 2019

Course Title: Differentiated Instruction: Addressing the Needs of All Learners

Dates: June 24-27, 2019

Instructor: Maggie Hubbard, Ed.D.

Course Description:

In this course the participants will build both a conceptual and a practical understanding differentiated instruction (DI). Characteristics and key elements of differentiated instruction will be explored as well as beliefs that guide the DI model. Participants will analyze how differentiated classrooms differ from traditional classrooms as well as engage in various learning activities through which they will learn about teaching strategies designed so that students of different abilities, interest or learning needs will have equal access to the curriculum. Specifically, participants will examine how to differentiating instruction by varying content, process, and product through strategies such as tiering, compacting, and choice among others. Challenges to adopting DI will also be discussed.

Required Reading:

Journal Articles will be provided during class sessions.

Class text: [*Making Differentiation a Habit: How to Ensure Success in Academically Diverse Classrooms*](#) by Diane Heacox

Course Objectives:

As a result of this course, the student will have knowledge of and competence in:

1. What differentiated instruction is and what it isn't.
2. The philosophical underpinnings of DI and empirical evidence supporting its effectiveness.
3. The use of assessment as the essential starting point for all differentiation.
4. How to align instruction with both standards and student need.
5. Recognize the function of the teacher in a differentiated classroom.
6. The application and use of differentiated instructional strategies such as tiering, compacting, choice, and critical thinking activities.
7. How to differentiate content, product, and process based on student readiness, interest, and skill.
8. How to assess differentiated products.

Learner Outcomes:

As a result of this course, the student should be able to:

1. Articulate a definition of and identify major characteristics of differentiated instruction.
2. Recognize the needs of targeted student populations, e.g., gifted, inclusion, and special education students.
3. Reflect on how differentiating instruction can increase curriculum accessibility.
4. Explore assessment as a key component of the differentiation process.
5. Understand how to differentiate content, process, and product based on student readiness, interest, and skill.
6. Utilize strategies including but not limited to assignment tiering, compacting, choice, graphic organizers, and critical thinking activities to increase accessibility to the curriculum.

Course Requirements:

1. Attendance and active participation in all class sessions is required.
2. A comprehensive analysis of his or her personal teaching pedagogy and practice in light of the Differentiate Instruction principles which will inform the development of an action plan for integrating additional DI practices into his or her teaching repertoire.
3. A review of 2 articles related to Differentiated Instruction, learner variability, curriculum accessibility, or a related subject
4. Daily readings or activities as assigned by the instructor.

Grading: Courses are graded Pass or Fail. Pass requires satisfactory completion of all assignments by the due date.