



LILIE, LLC Course Information

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Title of Course (45 hours): Differentiated Instruction- Theory Into Practice

Course Description: This class will introduce the concepts behind differentiated instruction and will dissect the various ways a teacher can differentiate his/her own teaching. Teachers will learn to recognize the different learning styles, abilities and interests of students while enhancing certain classroom elements such as grouping, lesson planning, and assessments to target the individual students' learning needs. Topics to be covered include, but are not limited to, multiple intelligences, right- and left-brain understanding, interest inventories, group configurations, as well as a survey of various useful online resources helpful in creating and managing a successful differentiated classroom.

Overall Course Objective and Expectation(s): As a result of taking the course, participants will learn the following concepts:

- Application of various differentiated instruction techniques that may be used to modify traditional teacher-based lessons into highly creative student-based lessons.
- Investigation of various models for teaching to learning styles, readiness levels, and interests, as well as how and when to group.
- Exploration of the components of a successful differentiated lesson.
- Evaluation of lessons to determine how to tweak them in order to ensure maximum student learning and participation.

Participants are expected to follow these guidelines during the course:

- Log-on four times per week and post to the discussion board regarding the assigned tasks for that week. The length of the postings must demonstrate planning and thoughtfulness and they must adhere to the conventions of proper grammar.
- Some of the postings must include reactions to peers' postings.
- The four required postings must be dispersed throughout the week.
- All students must complete all assignments and the LILIE electronic log, which is due at the end of the course; this log must reflect a minimum of 45 hours of logged course work.
- Students taking the course for graduate credit must complete a research paper (topic to be approved by the instructor).

Course Instructional Materials:

All courses maintain a fully developed and dynamic webpage that houses all resources, reference material and various other required informational texts, videos and alike that is both active and relevant to course objectives and content. Course web pages are routinely updated to reflect most current research and available readings therefore instructional materials used to teach course objectives are subject to change.

Instructor Consultation and Interaction:

Real time consultation and instruction is provided through the LILIE, LLC discussion boards for each course/classroom on a daily basis.

Suggested Readings (*subject to change*): *This bibliography contains references used in the course.*

Brimijoin, Kay, Ede Marquissee, and Carol Ann Tomlinson. "Using Data to Differentiate Instruction." *Educational Leadership* February 2003: 70-73.

Carolan, Jennifer and Abigail Guinn. "Differentiation: Lessons from Master Teachers." *Educational Leadership* February 2007: 44-47.

Danaher, Sheila, John Price, and Paula Kluth. "Come to the Fair!" *Educational Leadership* February 2009: 70-72.

Erwin, Jonathan. *Inspiring the Best in Students*. Alexandria, VA: ASCD, 2010.

Schmoker, Mike. *Focus: Elevating the Essentials to Radically Improve Student Learning*. Alexandria, VA: ASCD, 2011.

Tomlinson, Carol Ann. "Deciding to Teach Them All." *Educational Leadership* October 2003: 6-11.

Tomlinson, Carol Ann and Marcia B. Imbeau. *Leading and Managing a Differentiated Classroom*. Alexandria, VA: ASCD: 2010.

Tomlinson, Carol Ann. *The Differentiated Classroom: Responding to the Needs of All Learners*. Alexandria, VA: ASCD, 1999.

Wolk, Ron. "Education: The Case for Making it Personal." *Educational Leadership* April 2010: 16-21.

Zmuda, Allison. *Breaking Free from Myths about Teaching and Learning*. Alexandria, VA: ASCD: 2010.

Proof of Course Completion:

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits contemplated by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructors. These enrollee postings must be made four times each week in separate sessions. Enrollees will be required to submit a detailed log documenting at least 45 hours of course work, including discussion board posts, and will be required to apply information and strategies acquired from the course content to weekly classroom instruction. Attempts to falsify logs or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Week I

Topic(s): Introductions; Definition of Differentiated Instruction; Levels of Learning; Elements of Curriculum; Students in a Healthy Classroom

Objectives:

- To have students become familiar with the instructor's background and the backgrounds and interests of their classmates.
- To review students' knowledge of differentiated instruction.
- To expose students to the different levels of learning and elements of curriculum.
- To explore the behaviors of students in a healthy classroom.

Impact on Classroom Instruction: The students will be able to utilize the newly acquired knowledge in the preparation of their lesson plans, and they will be able to create a more effective classroom-learning environment.

Learner Outcomes:

- Students will be able to share experiences and instructional techniques with one another and interact with the instructor.
- Students will know the definition of differentiated instruction and its importance in developing lesson plans and providing students with healthy learning experiences.
- Students will be familiar with various levels of learning and they will be able to use the concepts in their daily instruction.
- Students will become aware of the elements of curriculum and the connection between these and differentiated instruction.

Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):

- Post to the discussion board as outlined in the course expectations.
- Introduce self and respond to classmates' postings.
- Read the introduction to differentiation on the website and respond to the article. (Document A)
- Explore the excerpt from Tomlinson's book, *The Differentiated Classroom*: "Good Instruction as a Basis for Differentiated Teaching." (Document B)
- Read Web Link #1 on the course website and review only the portions labeled "Introduction, Definition, Content, Process, and Products."
- Respond to the excerpt from Tomlinson's book, *The Differentiated Classroom*: "Learning Environments that Support Differentiated Instruction." (Document C)
- **GRAD STUDENTS ONLY:** Read and respond to the excerpt from Tomlinson and Imbeau's book, *Leading and Managing a Differentiated Classroom*: "Understanding Differentiation in Order to Lead." (Document D)



Topic(s): The student profile; Multiple intelligences; Learning styles; Teaching with the brain in mind; Environment; Learning inventories

Objectives:

- To have students explore student learning profiles.
- To have students examine the multiple intelligences and their impact on classroom instruction.
- To have students analyze the various learning styles

Impact on Classroom Instruction: Classroom instruction and the learning environment will become enhanced as a result of the teacher's better understanding of how students can learn more effectively.

Learner Outcomes:

- Students will be able to explore the theories on how people traditionally learn in a classroom.
- Students will explore different student inventories to determine how to best assess the learning styles of the students in their own classrooms.
- Students will become familiar with ways to adjust their teaching methods in order to best suit the needs of every type of learner in their classroom.

Assessment of Understanding and Learning/ Weekly Assignments *(including but not limited to posting requirements set forth by LILIE, LLC):*

- Post to the discussion board as outlined in the course expectations.
- Read and respond to Web Link #2, "12 Different Theories on How People Learn."
- Read and respond to Web Link #3, "The Upside-down School Room: Learning Styles."
- Look at Web Link #4, "Learning Styles," to understand the primary learning styles.
- Browse Web Link #5, "Memletics Learning Styles Questionnaire" to discover characteristics of various learning styles.
- Complete Web link #6, "Multiple Intelligences Worksheets," to determine personal learning style.
- Read and reflect on "Deciding to Teach Them All." (Document E)
- **GRAD STUDENTS ONLY:** Read and respond to the excerpt from Erwin's book, *Inspiring the Best in Students: "A World of Choices."* (Document F)



Week III

Topic(s): Differentiation: What, How, and Why?; Instructional strategies that support differentiated instruction (assessment)

Objectives:

- To have students examine how to create their own differentiated classroom.
- To give students suggestions for differentiated activities and assessments.
- To allow students the opportunity to create their own differentiated activities.

Impact on Classroom Instruction: Students will be able to see how differentiated techniques can be integrated into the classroom and become more comfortable with creating this type of learning environment for their students. In addition, students will create a unit plan for a topic they currently teach utilizing as many of the differentiated techniques that they have learned.

Learner Outcomes:

- Students will be exposed to various differentiated activities and assessments that may work in their own classroom.
- Students will be able to determine the differentiated techniques that will work best with their content/subject area.
- Students will create a unit plan for a topic they currently teach that employs differentiated activities and assessments.

Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):

- Post to the discussion board as outlined in the course expectations.
- Read and reflect on the excerpt from Tomlinson's book, *The Differentiated Classroom*: "Teachers at Work Building Differentiated Classrooms." (Document G)
- Examine Figure 6.7, "Multiple Intelligences: Suggestions for Centers and Projects," for differentiated activity ideas. (Document H)
- Read through "Differentiated Content, Activities, and Products." (Document I)
- Scan "Projects, Presentations, Performances" for the appropriate grade level for project suggestions. (Document J)
- Create a unit plan for a relevant lesson using differentiated techniques.
- **GRAD STUDENTS ONLY:** Respond to the excerpt from Tomlinson and Imbeau's book, *Leading and Managing a Differentiated Classroom*: "Yes, But...Common Sticking Points about Differentiation." (Document K)
- **GRAD STUDENTS ONLY:** Read and react to the chapter from Schmoker's book, *Focus: Elevating the Essentials to Radically Improve Student Learning*: "How We Teach." (Document L)



Week IV

Topic(s): Creating/modifying lessons that reach all learners

Objectives:

- To have students explore the effectiveness of differentiated lessons.
- To ask students to apply what they have learned about differentiation in their own classrooms.

Impact on Classroom Instruction: Students will be able to utilize differentiated lesson plans and they will be able to use ability-based assessments on a frequent basis to test student learning.

Learner Outcomes:

- Students will be able to reflect upon the differentiated lessons created by other teachers in the course.
- Students will be able to understand why differentiation will work in their own classrooms.
- Students will be able to create a research paper about a learning style and how to apply it to today's classroom.

Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):

- Post to the discussion board as outlined in the course expectations.
- Read and respond to “Differentiation: Lessons from Master Teachers.” (Document M)
- Reflect upon “Come to the Fair!” (Document N)
- **GRAD STUDENTS ONLY:** Read and reflect upon the excerpt from Zmuda’s book, *Breaking Free from Myths about Teaching and Learning*: “Designing Learning Environments That Reflect Our Knowledge of Learning and Our Realization of Mission and Vision.” (Document O)
- Complete research paper by the course end date: Explore one theory of learning styles and apply it to today’s classroom. The paper may be specific to one content area.