



LILIE, LLC Course Information

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Title of Course (45 hours): Teaching Strategies for the Differentiated Classroom

Course Description:

This course on differentiated instruction goes beyond the fundamentals and delves into the management strategies and methodologies used to deliver highly differentiated lessons. Empirical and educational research, techniques, and organizational planning are to be covered and include, but are not limited to, the following: gathering info and use of the learning styles to create learning profiles, managing student behavior in the D.I. environment, whole group instruction, and Tiering, Stations, Jig-Saw, Tic-Tac-Toe, and Assessment tools. Ultimately this class will answer the questions who, what, how, when, and why.

Overall Course Objective and Expectation(s):

To provide the participants with an in-depth knowledge of differentiated instructional strategies and practices to enhance the teaching practice and increase student motivation and achievement.

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.

Sample of Suggested Readings (subject to change):

- Stern, M. (2006). *How Humans Learn*
- Tomlinson, C.A., Callahan, C.M., Tomchin, E.M., Eiss, N, et al. (1997). Becoming architects of communities of learning. *Exceptional Children*. 63(2). 269.
- Taibbi, C. (2005). Teaching with the Brain in Mind. *Learning Modalities*.
- Tomlinson, C. (2003). Deciding to teach them all. *Educational Leadership*. 61 (2). 6.
- Eliciting learning preferences
- Checkley, K. (2003). *Finding lost children through Differentiated Instruction*. Association for Supervision and Curriculum Development Differentiated Instruction effective classroom report
- Hall, T. (2002). *Differentiated Instruction effective classroom practices*. National Center on Accessing the General Curriculum.
- Willis, S. & Mann, L. (2000). *Differentiating Instruction finding manageable ways* *Leadership for Differentiating Schools*. Association for Supervision and Curriculum Development.
- Tomlinson, C.A., Doubet, K. (2005). *Reach them to teach them*. *Educational Leadership*. 62(7).

- Tomlinson, C.A., (2004). Differentiation in Diverse Settings. *School Administrator*. 617(7). 28.
- Felder, R.M. (1996). Matters of style. *ASEE Prism*. 6(4). 18-23.
- Romanowitch, M. (2000-2005). Is there a one size fits all curriculum (Plus resources. *The Upside Down School Room*.
- Stevenson, C. & Carr, J. Teachers at work at DI classrooms. *The Differentiated Classroom: Responding to the needs of all learners*
- *Multiple Intelligences suggestions for assignments*
- Heacox, D. (2002). *Projects, presentations and performances*. Differentiating Instruction in the regular classroom: How to reach and teach all learners. Grades 3-12.
- Tomlinson, C.A. (2000). *How to Differentiate Instruction: Reconcilable Differences? Standards-Based Teaching Differentiation*.

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):

- Differentiated Instruction
- Determining Learning Styles
- Educational Research & Instructional Theories

Objectives:

- To build an understanding of differentiated instructional philosophies, methodologies and applications
- To learn different ways of determining learning style and applying that knowledge to learning and teaching
- To discuss what educational psychologists say about differentiated instruction, its value and significance

Impact on Classroom Instruction:

- Learning about differentiated instruction and learning styles and applying them to classroom teaching can and will increase student motivation, responsibility, increased facilitation of the learning process and increased mastery of skills and standards.

Learner Outcomes:

- Participants will determine his/ her own learning style and how that can effect his/ her teaching.
- Participants will learn about several major educational theories and how they apply to specific classroom teaching.
- Participants will develop a basic understanding and knowledge of differentiated instructional techniques as they directly apply to classroom applications.

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

Participants will answer and discuss the discussion questions for the week in a scholarly manner.

1. What is differentiated instruction and what has been your experience with DI in your own classroom?
2. Do you know what your own learning style is? Please take the inventory at http://www.acceleratedlearning.com/method/test_your_style.html. Click on the link that says “free online learning styles inventory.” Do you agree with the test results? How might your own learning style effect your teaching? How do students’ learning styles affect their performance in school?
3. There are many educational researchers who have contributed to Differentiated Instructional theories. Discuss one of these researchers’ contributions and how his/her research helps to clarify DI for you.

Participants will participate in weekly discussion in a thoughtful scholarly way that fosters collegial, professional sharing and communication.



Week II

Topic(s):

- Characteristics of a differentiated classroom
- Elements that guide differentiated instruction in the classroom
- Differentiated classroom management strategies
- Different & related theories of DI: Tomlinson, Kagan & Gardiner

Objectives:

- To discuss the characteristics of the differentiated classroom
- To compare and contrast those qualities with what is currently happening in our classrooms
- To analyze ways in which differentiated instructional strategies can assist our classroom process

Impact on Classroom Instruction:

- By using differentiated instructional strategies in the classroom, teachers can foster increased time on task, increased student motivation and responsibility, increased performance and ultimately increased learning.

Learner Outcomes:

- Participants will discover what a differentiated classroom looks like and determine what they are already doing that is aligned with DI strategies.
- Participants will discuss ways in which to introduce DI strategies into their classroom practice.

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

Participants will answer and discuss the discussion questions for the week in a scholarly manner.

1. What characteristics might the teacher in a differentiated classroom have? Which one of these characteristics do you feel is most important -- explain your answer.
2. What elements guide differentiated instruction in the classroom? Explain which of these three you feel is most important.
3. Discuss DI classroom management strategies and ways you might employ them in your classroom. How do these methods affect your lesson planning and thinking?

Participants will participate in weekly discussion in a thoughtful scholarly way that fosters collegial, professional sharing and communication.



Week III

Topic(s):

- Role of the teacher in a differentiated classroom
- Compare a DI classroom teacher with the traditional teacher
- Specific examples of differentiating instruction in a variety of content areas on all educational levels.

Objectives:

- To compare and contrast old and new teacher roles and classroom management
- To compare and contrast the traditional and the differentiated classroom
- To outline and discuss key differentiated instructional strategies

Impact on Classroom Instruction:

- The application of differentiated strategies will positively impact classroom instruction, classroom management, and student mastery

Learner Outcomes:

- Participants will increase familiarity and comfort in discussing, applying and using DI strategies in his/her classroom practice.

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

Participants will answer and discuss the discussion questions for the week in a scholarly manner.

1. Discuss the role of the teacher in a DI classroom. How is this different from the traditional role? How can this be difficult?
2. What are some key strategies involved with DI? How would you integrate these with your own teaching?
3. Provide a specific example of how a classroom teacher would differentiate instruction? What would it look like?

Participants will participate in weekly discussion in a thoughtful scholarly way that fosters collegial, professional sharing and communication.



Week IV

Topic(s):

- Teacher training & proficiency in DI
- Principles of assessment
- 5 quality assessment standards
- Assistive Technology for DI

Objectives:

- To discuss and develop understanding of teacher training and proficiency in DI strategies
- To share assessment and project ideas that align with DI strategies
- To evaluate and critique assessment and project ideas
- To explore ways in which technology can assist in the application of DI strategies in the classroom and foster increased student learning

Impact on Classroom Instruction:

- Increased comfort and creativity in the application of differentiated instructional strategies, assessments, projects and use of technology will increase teacher productivity and excellence while increasing student motivation, responsibility and achievement.

Learner Outcomes:

- Participants will develop a cache of DI classroom management ideas, assessments and projects that can use technology to enhance learning.
- Participants increased knowledge and comfort in discussing and applying these concepts will increase teacher productivity and professional success.

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

Participants will answer and discuss the discussion questions for the week in a scholarly manner.

1. How much training would the average teacher need to become proficient in differentiated instruction? How difficult is it to do well? What are the obstacles?
2. What are the principles of assessment? What are the five Quality Assessment Standards?
3. Discuss several ideas for DI projects or applications in your classroom. How will you assess these?
4. How does technology assist the teacher in creating a DI classroom and in meeting students' needs as per their learning styles?

Participants will participate in weekly discussion in a thoughtful scholarly way that fosters collegial, professional sharing and communication.