



Wilkes University

Graduate Teacher Education Department

Course Number: **EDAM 5036**

Course Title: **Differentiated Instruction in the 21st Century Classroom**

Graduate Education Department Mission

The mission of the Graduate Education Department at Wilkes University is to provide the educational community with opportunities to become leaders in classroom instruction and in the administration of schools. As such, the Graduate Education Department seeks to promote the highest levels of intellectual growth and career development through a collaborative environment that supports teaching in a diverse learning environment, while valuing commitment to the educational communities it serves.

Course Description:

“Differentiated Instruction in the 21st Century Classroom” focuses on how differentiated instruction is used to meet students’ individual learning needs resulting in improved student learning. This course is structured into 5 units. The first unit introduces the objectives and materials of the course. The second unit introduces the high level strategies that will have the most profound impact on student achievement. The guiding principles of differentiated instruction are defined and explored through a course activity where the online learner will analyze the specific learning needs of his/her students then determine how to provide effective instruction for all students. The third unit will guide the online learner in differentiating instruction based on students’ learning profiles, readiness, and interests as well as differentiating based upon content, process, and products. Job-embedded activities selecting appropriate instructional strategies to meet students’ needs will enhance learner experiences in the third unit. The fourth unit engages the learner in a hands-on application of the teacher action research cycle with the development and implementation of a differentiated lesson plan in the classroom. The final unit concludes with a metacognitive research paper that integrates the learner’s personal reflections, course activity results, and additional scholarly research.

Required Textbook(s) & Readings: No textbook is required for this course. All materials needed by the learner are embedded within the online multimedia presentation and will be downloaded and printed by the learner as needed.

Course Objectives:

Objective

The students will...

Identify the definition and principles of differentiated instruction and its relevance in a 21st Century classroom.

Recognize the relevance of knowing each learner in terms of learning profiles, readiness, and interests.

Synthesize the elements of curriculum based upon content, process, and products that can be differentiated.

Evaluate instructional strategies that facilitate differentiated approaches.

Course Technology Integration

The online learner can access all course materials, student accounts, study groups, and email with an Internet connection. This enables the learner to choose the time and the place to complete course requirements as determined by the course facilitator. The online learner participates in sync point discussions, creates learning log entries, and accesses course materials through the course structure.

Course Requirements & Assessments

The learner must progress through the course by completing all activities while engaging in personal reflection and actively participating in online discussions.

- **Articles:** The online learner will read professional articles based on the work of notable expert Carol Ann Tomlinson that address specific topics related to differentiated instruction.

Relevant objective(s):

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- Recognize the relevance of knowing each learner in terms of learning profiles, readiness, and interests.
- Synthesize the elements of curriculum based upon content, process, and products that can be differentiated.
- Evaluate instructional strategies that facilitate differentiated approaches.

- **K-L-D Charts:** The **K-L-D** is a graphic organizer that will help personalize learning. The online learner will complete a K-L-D charts for each unit. By completing the K-L-D charts the learner will reflect on: 1) What they “**Know**” prior to the start of a section 2) What they “**Learned**” while interacting with the course content, and 3) What they will “**Do**” as a result of newly acquired learning.

Relevant objective(s):

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- Recognize the relevance of knowing each learner in terms of learning profiles, readiness, and interests.
- Evaluate instructional strategies that facilitate differentiated approaches

- **Course Activities:** The online learner will complete course activities to deepen his/her understanding of differentiated instruction, which includes, but are not limited to: analyzing key strategies for differentiating instruction and applying knowledge of differentiated instruction to case studies.

Relevant objective(s):

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- Synthesize the elements of curriculum based upon content, process, and products that can be differentiated.
- Evaluate instructional strategies that facilitate differentiated approaches.

- **Job-embedded Activities:** The online learner will apply his/her learning by implementing each stage of the action research cycle. During the cycle, learners will monitor student progress and analyze assessment results to determine instructional implications.

Relevant objective(s):

- Identify the definition and principles of differentiated instruction and its relevance in a 21st Century classroom.
- Recognize the relevance of knowing each learner in terms of learning profiles, readiness, and interests.

- **Discussion Activities:** The online learner will engage in meaningful, substantive discussions regarding the implementation and evaluation of differentiated instruction in his/her classroom and collaborate with course peers to identify methods for overcoming challenges during implementation.

Relevant objective(s):

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- Recognize the relevance of knowing each learner in terms of learning profiles, readiness, and interests.
- Synthesize the elements of curriculum based upon content, process, and products that can be differentiated.

- Evaluate instructional strategies that facilitate differentiated approaches
- **Learning Log:** The online learner will be required to reflect and answer questions in his/her learning log related to differentiated instruction. Learning logs will be reviewed by the course facilitator.
Relevant objective(s):
 - Recognize the relevance of knowing each learner in terms of learning profiles, readiness, and interests.
 - Synthesize the elements of curriculum based upon content, process, and products that can be differentiated.
 - Evaluate instructional strategies that facilitate differentiated approaches
- **Colleague Interactions:** The online learner will engage in structured interviews with administrators, specialists, and other educators in their school or building to promote and participate in a professional learning community outside of the course. He/she will also participate in online course discussions to develop a community of learners among course participants.
Relevant objective(s):
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 - Recognize the relevance of knowing each learner in terms of learning profiles, readiness, and interests.
 - Synthesize the elements of curriculum based upon content, process, and products that can be differentiated.
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- **Interaction:** The online learner will participate in online interactions that require him/her to manipulate something on-screen (i.e. drag & drop) or answer questions (i.e. quiz), etc. as a means of engaging with new content or applying new learning.
Relevant objective(s):
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 - Recognize the relevance of knowing each learner in terms of learning profiles, readiness, and interests.
 - Synthesize the elements of curriculum based upon content, process, and products that can be differentiated.
 - Evaluate instructional strategies that facilitate differentiated approaches
- **Web Research Activities:** The online learner will employ the Internet to research discipline-specific information related to differentiated instruction that can be used as pedagogical resources.
Relevant objective(s):
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 - Recognize the relevance of knowing each learner in terms of learning profiles, readiness, and interests.
 - Synthesize the elements of curriculum based upon content, process, and products that can be differentiated.
 - Evaluate instructional strategies that facilitate differentiated approaches
- **Metacognitive Research Paper:** The online learner will develop a metacognitive research paper that integrates his/her personal reflections, course activity results, and additional scholarly research to gain a deeper understanding of differentiated instruction that will help him/her improve his/her instructional practices.

Relevant objective(s):

- Identify the definition and principles of differentiated instruction and its relevance in a 21st Century classroom.
- Recognize the relevance of knowing each learner in terms of learning profiles, readiness, and interests.
- Synthesize the elements of curriculum based upon content, process, and products that can be differentiated.
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Facilitator Determined Course Policies

Attendance Policy:

The online learner is expected to meet all of the assignment deadlines that are set by the facilitator.

Course Expectations & Late Work Policy:

All course work is expected to be completed by the assigned date. If there are extenuating circumstances, the learner needs to inform the facilitator. Sync Point Discussions cannot be made up under any circumstances. At the facilitator's discretion, the learner may submit quizzes, essays, learning logs, and research review assignments late. For each day that an assignment is late, a reduced grade of one level on the rubric will be given.

Grading:

The following work will be evaluated by the course facilitator and will be used to determine a course grade based on established rubrics:

- **Learning Log Entries** (reflections and answers to questions collected electronically from activities throughout the course)
- **Sync Point Discussion Activities**
- **Quizzes** (multiple choice and essay questions at the end of each unit designed to measure content knowledge/understanding and application).
- **Metacognitive Research Paper**

Evaluated items contribute to the overall course grade according to the following breakdown by overall category:

- Learning Log entries 20%
- Sync Point Discussion activities 15%
- Essay quiz questions 20%
- Multiple Choice quiz questions 5%
- Metacognitive Research Paper 40%

Grade Regulations

Numerical grades are given for graduate work:

- 4.0 = A Academic achievement of superior quality
- 3.5 = B+ Academic achievement of good quality
- 3.0 = B Academic achievement of acceptable quality in meeting graduation requirements
- 2.5 = C+ Academic achievement of adequate quality but below the average required for graduation
- 2.0 = C Academic achievement below the average required for graduation
- 0.0 = F Failure. No graduate course credit

A grade of "X" indicates assigned work yet to be completed in a given course. Except in thesis work, grades of "X" will be given only in exceptional circumstances. Grades of "X" must be removed through satisfactory completion of all course work no later than four weeks after the end of the final examination period of the semester in which the "X" grade was recorded. Failure to complete required work within this time period will result in the conversion of the grade to 0. An extension of the time allowed for the completion of work should be endorsed by the facilitator in the form of a written statement and submitted to the Registrar.

Wilkes Graduate Teacher Education Program Policies

Academic Honesty: Academic Honesty requires students to refrain from cheating and to provide clear citations for assertions of fact, as well as for the language, ideas, and interpretations found within the works of others. Failure to formally acknowledge the work of others, including Internet resources, written material, and any assistance with class assignments, constitutes Plagiarism. Cheating and plagiarism are serious academic offenses that cannot be tolerated in a community of scholars. Violations of academic honesty will be addressed at the programmatic and university levels and may result in a decision of course failure or program dismissal.

Program Evaluation

Wilkes University Graduate Teacher Education Programs are fully accredited by both Middle States and the PA Department of Education. As such, it is sometimes necessary to collect student work for examination by program reviewers. By virtue of this statement, notification is given to all students that their work may be collected and used as artifacts to support program goals and as such may be reviewed by external evaluators. The review process is for program evaluation only and in no way will materials be utilized for any other purpose or gain. Students may decline to participate in this process by sending a written and signed note to their respective facilitator at the beginning of each course.

Academic Supports:

Library Access:

- Wilkes offers an online library service that you can access from home. The library is available online at <http://www.wilkes.edu/library>. You can search the online catalog, browse periodical databases, view full-text articles, submit an interlibrary loan, ask a reference question, and much more.
- The online article search is available to anyone currently enrolled in or affiliated with Wilkes University. All article searches are free. They are available at <http://www.wilkes.edu/library/articles.asp> and click on the database from which you would like to search.
- Please note that if you are not on Wilkes campus, you will be asked to log in to some of the databases. Use your Wilkes e-mail username (without "@wilkes.edu") and password to gain access.
- If you do not know your username and password for your e-mail account, contact the Wilkes Help Desk directly at 1-866-264-1462. The Help Desk is available 24/7.
- Those databases followed by an * require a special password, whether you are on campus or off campus. Please contact the library reference desk at 570.408.4250, for information.

Writing Support:

The Writing Center, located in the lower level of the Library, is available to all Wilkes students and provides free assistance in all aspects of writing and communication, including the required APA format. Contact the Writing Center: Extension 2753 or on-line at <http://www.wilkes.edu/pages/765.asp>

Technical Support:

Technical support is provided by Learning Sciences International for enrolled learners through three methods of access including Web-based support in the system help menus, email support through the online help menus, or by telephone from 8:00 AM to 5:00 PM M-F at (724) 459-3180

Special Needs:

If you have special academic or physical needs, as addressed by the American with Disabilities Act (ADA), and require special accommodations or considerations, please contact the Graduate Teacher Education Department at 570-408-4670.

Child Care Issues:

To preserve the adult learning environment of the university classroom, young children should not be in class with parents or caregivers. Children should also not be left to wait in the lounges or halls of the class site.