

# COURSE SYLLABUS

**Course:** Differentiating Instruction Using the Common Core State Standards

**Presenter:** Carolyn Coil

**Credits:** 3 Graduate Credits

**Required Reading:** *Differentiated Activities and Assessments Using the Common Core State Standards*, Carolyn Coil, Pieces of Learning, 2011.

*Successful Teaching in the Differentiated Classroom*, Carolyn Coil, Pieces of Learning, 2007, Chapter 1. (included in eClassroom)

*Making Differentiation a Habit: How to Ensure Success in Academically Diverse Classrooms*, Diane Heacox, Free Spirit Publishing Inc., 2009, pages 6 - 14. (included in eClassroom)

## Course Overview

Carolyn Coil has long been a champion of differentiated instruction. In this course, she presents her repertoire of tools and strategies in a new light: the Common Core State Standards.

Teachers at all levels will delight in classroom-ready materials that help them organize their efforts to reach all students. Dr. Coil's book provides practical examples for a cross-section of standards, subjects, and grades. An accompanying CD includes templates that make customization easy. Classroom footage illustrates each tool or strategy in use with real kids, grades 1 – 8.

## Presenter's Bio

**Carolyn Coil**, Ed.D., has been an educator and teacher trainer for over 30 years. She currently teaches courses in gifted and talented education and does workshops for schools and school districts on a wide variety of topics, including raising student achievement, differentiating curriculum, implementing assessment strategies, and addressing the challenges of preparing our children for living and working in the 21st Century. She is the author of a number of books, articles, and blogs containing practical strategies for classroom teachers. Dr. Coil has worked in the United States, Australia, New Zealand, Hong Kong, Bermuda, the Marshall Islands, Spain, Germany, Ecuador, Croatia, South Korea, China, and Canada.

## Course Objectives

After completing this course, educators will know:

- How differentiating instruction leads to increased student achievement
- How to incorporate the CCSS into lessons for all students



## Student Learning Outcomes

After completing this course, educators will apply the following skills:

- Create differentiated lessons and units for a mixed ability classroom
  - Tiered Lessons and Units
  - Individual Lesson Plan (ILP™)
- Implement the following strategies and approaches into their own classrooms:
  - Criteria Cards to assess products and performances
  - Curriculum Compacting for students who've already mastered a skill
  - Tic-Tac-Toe grids as graphic organizers
  - Questivities™ to launch culminating projects

### Unit 1: Introduction

In this unit, Dr. Coil reviews the key instructional shifts required by the Common Core, including an emphasis on informational texts, citing evidence, and reading complex texts in English language arts; as well as a commitment to focus, coherence, and rigor in mathematics.

#### Unit Objectives

After completing this unit, educators will know:

- The major changes in instruction brought about by the Common Core State Standards (CCSS)

#### Student Learning Outcomes

After completing this unit, educators will be able to:

- Understand why and how teaching will differ with the CCSS

#### Reading

*Differentiated Activities and Assessments Using the Common Core State Standards*, pages 4 – 6

### Unit 2: Differentiation

In this unit, Dr. Coil considers six different aspects of the differentiated classroom, including provisions for:

- Different ways to take in, work with, and learn information, as well as different ways for students to show what they know
- Different amounts of time to complete work
- Differences in language acquisition and culture



- Different levels of thinking, readiness, skills, and/or ability
- Different assignments
- Different means of assessment

Dr. Coil also discusses Vygotsky's Zone of Proximal Development, and its implications for diverse learners.

### **Unit Objectives**

After completing this unit, educators will know:

- The definition of differentiating instruction
- How the research supports differentiating instruction

### **Student Learning Outcomes**

After completing this unit, educators will apply the following skills:

- Describe the benefits of differentiating instruction

### **Reading**

*Differentiated Activities and Assessments Using the Common Core State Standards*, pages 7 – 12

*Successful Teaching in the Differentiated Classroom*, Carolyn Coil, Pieces of Learning, 2007, Chapter 1. (included in eClassroom)

*Making Differentiation a Habit: How to Ensure Success in Academically Diverse Classrooms*, Diane Heacox, Free Spirit Publishing Inc., 2009, pages 6 - 14. (included in eClassroom)

## **Unit 3: Assessment and Criteria Cards**

In this unit, Dr. Coil illustrates the use of Criteria Cards, an easy way for teachers to describe consistent expectations for products and performances. Teachers introduce students to 4-6 criteria for a required product, for example, collages or maps, freeing up valuable time for instruction as the year progresses. Dr. Coil provides examples for products from ABC Books through Venn Diagrams, and we see the impact in a second-grade classroom.

### **Unit Objectives**

After completing this unit, educators will know:

- The difference between standardized and differentiated assessment



### **Student Learning Outcomes**

After completing this unit, educators will apply the following skills:

- Use Criteria Cards to assess products and performances

### **Reading**

*Differentiated Activities and Assessments Using the Common Core State Standards*, pages 15 - 31

## **Unit 4: Curriculum Compacting**

In this unit, Dr. Coil looks at differentiation as it applies to academically advanced students. She cites statistics that demonstrate the need to provide extension and enrichment activities for students who've already mastered basic material such as grammar rules or mathematical procedures. We see curriculum compacting at work in a 4<sup>th</sup>-grade math class, where students of various abilities describe its advantages.

### **Unit Objectives**

After completing this unit, educators will know:

- The definition of curriculum compacting and when and how to use it
- How to pre-assess mastery

### **Student Learning Outcomes**

After completing this unit, educators will apply the following skills:

- Use curriculum compacting in their own classrooms

### **Reading**

*Differentiated Activities and Assessments Using the Common Core State Standards*, pages 32 - 61

## **Unit 5: Tiered Lessons and Units**

Tiered lessons and units provide multiple versions of assignments and activities that permit students to work at their appropriate levels. In this unit, Dr. Coil shows how to organize your instruction, and an 8<sup>th</sup>-grade math teacher capably demonstrates a tiered lesson in which students solve single-variable equations of varying difficulty.



### **Unit Objectives**

After completing this unit, educators will know:

- How and when to use tiered lessons/units in a differentiated classroom

### **Student Learning Outcomes**

After completing this unit, educators will apply the following skills:

- Create and implement a tiered lesson or unit plan

### **Reading**

*Differentiated Activities and Assessments Using the Common Core State Standards*, pages 144 - 185

## **Unit 6: Individual Lesson Plan™**

The notion of “individual instruction” strikes fear into the hearts of many educators, as they anticipate exhausting hours spent on multiple versions of a lesson. Happily, that’s not what’s included here. Instead, Dr. Coil provides a template that organizes the activities for an entire class on a single page (an ILP™), including Common Core standards, required activities, and student choices. Mini-rubrics on the reverse side document expectations for each activity. An accompanying Activity Chart helps teachers track student choices. First-graders demonstrate the possibilities of this approach.

### **Unit Objectives**

After completing this unit, educators will know:

- How to use an Individual Lesson Plan in a differentiated classroom
- How to assess differentiated activities using an ILP™

### **Student Learning Outcomes**

After completing this unit, educators will apply the following skills:

- Create and implement an Individual Lesson Plan

### **Reading**

*Differentiated Activities and Assessments Using the Common Core State Standards*, pages 62 - 101



## Unit 7: Tic-Tac-Toe

According to Dr. Coil, the familiar Tic-Tac-Toe grid is the perfect place for teachers to begin (but not end!) differentiation in their classrooms. The nine-box grid frames nine possible activities. Teachers may elect to allow students to choose from all nine options, or group requirements by subtopic or skill level. Mini-rubrics on the back help students stay focused. Fourth-graders show how it's done.

### Unit Objectives

After completing this unit, educators will know:

- How to use a Tic-Tac-Toe grid to differentiate instruction

### Student Learning Outcomes

After completing this unit, educators will apply the following skills:

- Create and implement a lesson using a Tic-Tac-Toe grid

### Reading

*Differentiated Activities and Assessments Using the Common Core State Standards*, pages 112 - 143

## Unit 8: Questivities™

In this unit, Dr. Coil demonstrates the use of Questivities™, including seven “thinking questions” that will change the way students approach project based learning. Dr. Coil takes workshop participants through a sample math Questivity™, in which teachers examine the qualities of geometric shapes. An eighth-grade teacher uses Questivities™ Thinking Questions to launch a culminating project on the Middle East, and students demonstrate their capacity to think deeply about issues that confound most adults.

### Unit Objectives

After completing this unit, educators will know:

- How to use Questivities™ to launch project based learning

### Student Learning Outcomes

After completing this unit, educators will apply the following skills:



- Create and implement Questivities™

### Reading

*Differentiated Activities and Assessments Using the Common Core State Standards*, pages 102 – 111

## Unit 9: Recap and Conclusion

Dr. Coil reviews course highlights.

### Unit Objectives

After completing this unit, educators will know:

- Classroom strategies for differentiating instruction and when to use them

### Student Learning Outcomes

After completing this unit, educators will apply the following skills:

- Implement course strategies

### Methods of Instruction

- Videos (presentations consisting of lecture, interviews, and classroom footage)
- Readings
- Reflection questions (open-ended questions at intervals throughout the video presentations where participants are asked to reflect on the course content, their own practice, and their intentions for their practice)
- Quizzes (selected-response quizzes to assess understanding of the video presentations)
- Discussion forum (prompts after each unit that engage participants in online dialogue with their cohorts)
- Midterm (a project intended to get teachers to begin to develop their practice by putting to work in the classroom what they have learned)
- Final (a project that enables educators to reflect on their practice and assess their students' work through the lens of what they have learned)

### Plagiarism Policy

KDS recognizes plagiarism as a serious academic offense. Plagiarism is the passing off of someone else's work as one's own and includes failing to cite sources for others' ideas, copying material from books or the Internet (including lesson plans and rubrics), and handing in work written by someone other



than the participant. Plagiarism will result in a failing grade and may have additional consequences. For more information about plagiarism and guidelines for appropriate citation, consult [plagiarism.org](http://plagiarism.org).

### Percentage of Course Credit

- Reflection questions      25%
- Quizzes                        15%
- Midterm                        25%
- Final                             35%

In order to complete the requirements of the course, the participant must complete all course work (e.g., reflections, quizzes, and any midterm and/or final), including watching all videos and participating in all discussion forums. We do not award partial credit.

### Grading Policy

- A: 3.4 – 4.0
- B: 2.7 – 3.3
- C: 2.0 – 2.6
- F: >2.0

### Reflection/Quiz Rubric

Activity	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
<b>Quizzes</b>	90-100%	80-89%	70-79%	69% or below
<b>Reflection Question</b>	Participant has provided rich detail and supporting examples from the course content.  Participant has made responses to prompts personally meaningful and relevant to his or her teaching practice.	Participant has included appropriate content from the course content.  Participant has made thoughtful comments in direct response to the prompts.	Participant has included little that indicates consideration and comprehension of course content.  Participant has answered most questions directly but some too briefly.	Participant has included little to no content indicating consideration and comprehension of course content.  Participant has not addressed the specific questions posed.  Participant has not responded to all reflection questions.  Participant has copied from the course transcript without synthesis or analysis.





## Midterm

In this midterm, you will consider your classroom practice in light of both the Common Core State Standards and Differentiated Instruction. You will create a Criteria Card and a Curriculum Compacting assignment, try them out with your students, and reflect on the results.

### A. THE COMMON CORE

Based on Dr. Coil's description, as well as additional knowledge from your school district and/or the [www.corestandards.org](http://www.corestandards.org) website, describe two areas in which you'd like to improve your practice as it relates to the Common Core.

### B. DIFFERENTIATION STRATEGIES

Identify a student (no names, please) or a group of students whose Zone of Proximal Development is not addressed by grade-level materials. Describe the issue (e.g., reading several grades below level, is an English language learner, is working far above grade level in math). Of the strategies described on pages 7 and 8 of your text, which might be most useful for reaching these students?

### C. CURRICULUM COMPACTING

1. Identify a Common Core State Standard appropriate for your grade or subject area.
2. Within that standard, identify a skill appropriate for curriculum compacting.
3. Develop an *original* pre-assessment that will measure mastery of this skill and determine which students are eligible for curriculum compacting.
4. Create an *original* enrichment or extension activity or activities appropriate for students who've mastered the material, as well as an assessment for each activity. (You may use the forms provided on pages 60 and 61, also available by clicking on the Resource button.)

### D. CRITERIA CARD

Describe a project or performance (either the one described in item 3 above, or one for students working on grade-level material) suitable for this lesson or unit. Create a Criteria Card and matching assessment different from those provided by Carolyn Coil.

### E. REFLECTION

Use the curriculum compacting assessment, the enrichment/assessment activity, and the Criteria Card with your students. Then answer the following questions:

1. How did students who participated in the Curriculum Compacting activity respond to their assignment? How did the students who received grade-level instruction respond?
2. What were the instructional advantages to each group (compacting and grade-level instruction)?
3. How did you introduce the Criteria Card? What was the impact on the final product, if any? What was the impact on teaching and learning, if any?
4. What might you do differently if you were to implement this lesson again?



### Midterm Rubric

Step	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
<b>A-1 Describe two areas in which you'd like to improve your classroom practice as it relates to the CCSS.</b>	Self-reflection connects to important aspects of the CCSS, and illustrates deep knowledge of own practice and the requirements of the CCSS.	Self-reflection connects participant's practice to important aspects of the CCSS, e.g., instructional shifts, ELA anchor standards, or eight mathematical practices.	Self-reflection connects participant's practice to the CCSS, but fails to identify or address its important aspects.	Self-reflection is superficial or missing.
<b>B-1 Describe students in need of differentiation and strategies useful in reaching those students.</b>	Participant describes student needs with insight; 3 or more strategies are an excellent match for their needs.	Students are well-described; strategies include detailed descriptions of at least 3 of the items described on pages 7 and 8 of the text (and in Unit 2 of the video).	Participant identifies students and includes descriptions of 1 or 2 differentiation strategies.	Participant fails to identify students, or provides little or no evidence of differentiation.
<b>C-1 Identify a Common Core standard for your grade or subject area</b> <b>C-2 Identify a skill appropriate for curriculum compacting</b>	Participant has identified a Common Core standard and included a skill perfect for curriculum compacting.	Participant has identified a Common Core standard and included a skill appropriate for curriculum compacting.	Participant has identified a standard and skill, but the skill doesn't fit the standard or is unsuitable for compacting.	Participant has failed to identify a standard or skill for compacting.
<b>C-3 Develop an original pre-assessment</b>	Pre-assessment measures mastery of the skill in a way that is ingenious or particularly apt.	Pre-assessment measures mastery of the identified skill.	Pre-assessment connects to the identified skill, but is inappropriate in length or difficulty.	Pre-assessment is missing or not connected to the skill identified in C-2.
<b>C-4 Create an original enrichment or extension activity/activities and assessment(s).</b>	Enrichment/extension activities meet all criteria in the "proficient" category, and are especially creative, or convenient to	Enrichment/extension activities relate directly to the standard being taught, use higher-order thinking skills, are within students'	Enrichment/extension activities are off the mark in some way – too difficult, not challenging, or just "more of the same."	Enrichment/extension activities and/or assessments are missing or superficially described.



<p><b>D-1 Describe a project or performance and create a Criteria Card and assessment</b></p>	<p>introduce, or offer amazing insights to students.</p> <p>Excellent match between the product or performance and the standard addressed. Criteria Card clearly and concisely describes the product.</p>	<p>capabilities, and offer interesting challenges.</p> <p>Assessments make expectations clear.</p> <p>Product or performance relates to the standard addressed. Criteria Card describes the product.</p>	<p>Or</p> <p>Assessments fail to make expectations clear.</p> <p>Connection between the product or performance and the standard addressed is unclear, or fails to describe the product.</p>	<p>Participant fails to provide a Criteria Card or an assessment, or makes no modifications to material provided by Dr. Coil.</p>
<p><b>E-1, 2, 3, and 4 Answer reflection questions based on classroom implementation</b></p>	<p>Participant's answers carefully chronicle classroom activities and reveal great insight into strengths and weaknesses of classroom practice.</p>	<p>Participant answers the questions thoroughly, identifies reasonable instructional advantages, and identifies at least one area for improvement.</p>	<p>Participant answers the questions, but provides few details.</p>	<p>Participant fails to answer 1 or more questions.</p>
<p><b>Formal issues</b></p>	<p>Participant has made no grammatical errors.</p> <p>Participant has organized paragraphs around clearly articulated main ideas.</p> <p>Participant has written in an effective and eloquent style—i.e., has varied his or her sentence structure and made careful word choice.</p>	<p>Participant has made a few grammatical errors.</p> <p>Participant has organized most paragraphs around clearly articulated main ideas.</p> <p>Participant has written in an effective and eloquent style—i.e., has varied his or her sentence structure though not always found the right word.</p>	<p>Participant has made some distracting grammatical errors.</p> <p>Participant has organized some paragraphs around main ideas but not others.</p> <p>Participant has written in a style that communicates his or her thoughts but with no marked eloquence and insufficient attention to word choice.</p>	<p>Participant has made multiple grammatical errors.</p> <p>Paragraphs are not organized around main ideas.</p> <p>Participant has written in a style that does not effectively communicate his or her thoughts.</p>



## Final

For your final, you will create an *original* lesson plan using either the Individual Lesson Plan form **OR** the Tiered Lesson Plan form. You will describe the activities to be included in the lesson, one of which must be a Tic-Tac-Toe grid and assessment **OR** a Questivities project.

### A. LESSON PLAN

1. Identify a Common Core standard appropriate to your grade or subject area.

2. Develop **one** of two types of lesson plans to address this standard:

(1) Create an *original* Individual Learning Plan™ and assessment (Complete the form found on pages 84 – 85 of the text, or by clicking on the Resource button in the eClassroom)

**OR**

(2) Create an *original* Tiered Lesson Plan (Complete the form found on pages 184 – 185 of the text, or by clicking on the Resource button in the eClassroom)

3. Include **one** of the following as an activity in your lesson:

(1) An *original* Tic-Tac-Toe grid and assessment (found on pages 142 and 143 of the text, or by clicking on the Resource button in the eClassroom)

**OR**

(2) An *original* Questivities project (found on page 111 of the text, or by clicking on the Resource button in the eClassroom)

### B. QUESTIONS ABOUT THE LESSON PLAN

Please answer the following questions about your lesson plan.

1. Describe how each activity enhances student mastery of the standard you've chosen.
2. Explain how the activities address the levels of differentiation found on pages 7 and 8.
3. What, if any, difficulties do you anticipate in implementing your plan with your students?

### C. REFLECTION ON INSTRUCTION

Please implement this lesson with your students. Then answer the following questions:

1. What worked well? What was difficult?
2. In what way, if any, did the use of the Tiered Lesson Plan or ILP™ contribute to your students' mastery of the Common Core standard?
3. How did your lesson impact the students on whom you chose to focus in Item B-1 of the midterm?
4. What might you do differently if you were to implement this lesson again?



### Final Rubric

Step	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
<p><b>A-1, 2: OPTION 1</b>  <b>Identify a Common Core standard for your grade or subject area</b></p> <p><b>Complete an ILP</b></p>	<p>All of the criteria for a Proficient rating are met.</p> <p>Required and/or choice activities are inventive and challenging, invite participation.</p>	<p>Required activities and student choices clearly support the standards.</p> <p>Choice categories are clear.</p> <p>Assessment descriptions allow students to operate with a degree of independence.</p>	<p>Some information is incomplete, or some activities relate to the content, but not the standard.</p>	<p>ILP™ is not provided, or is missing substantial amounts of information.</p>
<p><b>A-1, 2: OPTION 2</b>  <b>Identify a Common Core Standard for your grade or subject area</b></p> <p><b>Complete a Tiered Lesson Plan</b></p>	<p>All of the criteria for a Proficient rating are met.</p> <p>Activities are inventive and challenging, invite participation.</p>	<p>Tiered Lesson Plan includes whole-class introductory and culminating activities, all of which clearly support the standards.</p> <p>Tiered activities are parallel (e.g., if level 2 students are doing a writing activity, so are levels 1 and 3).</p> <p>Assessments make expectations clear.</p>	<p>Flow of activities is difficult to manage.</p> <p>Or</p> <p>Relationship of activities to the standard is unclear.</p> <p>Or</p> <p>Activities are too difficult or unchallenging.</p> <p>Or</p> <p>Assessments fail to make expectations clear.</p>	<p>Tiered Lesson Plan is not provided, or is missing substantial amounts of information.</p>
<p><b>A-3: OPTION 1</b>  <b>Create a Tic-Tac-Toe grid and assessment</b></p>	<p>All of the criteria for a Proficient rating are met.</p> <p>Activities are inventive and challenging, invite participation.</p>	<p>Each Tic-Tac-Toe activity relates directly to the standard.</p> <p>Organizational strategy is clear to the reader (e.g., activities are tiered or grouped by</p>	<p>Relationship of activities to the standard is unclear.</p> <p>Or</p> <p>Activities are too difficult or unchallenging.</p>	<p>Tic-Tac-Toe grid and/or assessments are missing or incomplete.</p>



<p><b>A-3: OPTION 2 Create a Questivities™ project</b></p>	<p>All of the criteria for a Proficient rating are met.</p> <p>Thinking Questions and Active Question will clearly result in higher-order thinking.</p>	<p>subtopic).</p> <p>Assessments make expectations clear.</p> <p>A standard has been identified, and the project activity clearly supports this standard.</p> <p>Mini-rubric is clear and concise.</p> <p>Project Questions are relevant.</p> <p>Thinking Questions and Active Question are engaging.</p>	<p>Or</p> <p>Assessments fail to make expectations clear.</p> <p>Relationship of the project activity to the standard is unclear.</p> <p>Or</p> <p>Mini-rubric is confusing or imprecise.</p> <p>Or</p> <p>Thinking Questions and Active Question are not engaging.</p>	<p>Questivities™ project is missing or incomplete.</p>
<p><b>B-1 Reflect on the lesson plan you created in A-2</b></p>	<p>Answers demonstrate a thorough understanding of the CCSS and differentiation strategies, and carefully consider possible implementation issues.</p>	<p>Answers demonstrate insight into the CCSS and differentiation strategies, and anticipate possible implementation issues.</p>	<p>Participant answers the questions, but provides few details.</p>	<p>Participant fails to answer 1 or more questions.</p>
<p><b>C-1 Implement your lesson and reflect on the results</b></p>	<p>Participant's answers carefully chronicle classroom activities and reveal great insight into strengths and weaknesses of classroom practice.</p>	<p>Participant answers the questions thoroughly, identifies advantages of using a Tiered Lesson Plan or ILP, identifies at least one area for improvement.</p>	<p>Participant answers the questions, but provides few details.</p>	<p>Participant fails to answer 1 or more questions.</p>
<p><b>Formal issues</b></p>	<p>Participant has made no grammatical errors.</p> <p>Participant has</p>	<p>Participant has made a few grammatical errors.</p> <p>Participant has</p>	<p>Participant has made some distracting grammatical errors.</p> <p>Participant has</p>	<p>Participant has made multiple grammatical errors.</p> <p>Paragraphs are not</p>



	<p>organized paragraphs around clearly articulated main ideas.</p> <p>Participant has written in an effective and eloquent style—i.e., has varied his or her sentence structure and made careful word choice.</p>	<p>organized most paragraphs around clearly articulated main ideas.</p> <p>Participant has written in an effective and eloquent style—i.e., has varied his or her sentence structure though not always found the right word.</p>	<p>organized some paragraphs around main ideas but not others.</p> <p>Participant has written in a style that communicates his or her thoughts but with no marked eloquence and insufficient attention to word choice.</p>	<p>organized around main ideas.</p> <p>Participant has written in a style that does not effectively communicate his or her thoughts.</p>
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