

COURSE SYLLABUS

Course: Differentiating Instruction Using the Common Core State Standards

Presenter: Carolyn Coil

Hours: 45

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 4th-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 8th-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)
- 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)
- Readings
- Quizzes (selected-response quizzes to assess understanding of the video presentations)

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.

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.

Passing Requirements:

In order to complete the requirements of the course, the participant must complete all course work. We do not award partial credit.

- Quizzes 40% of total grade
- Reflection Questions 60% of total grade



KDS Self-Assessment Rubric:

	Distinguished	Proficient	Basic	Unsatisfactory
Quizzes	100% Correct	80% Correct	60% Correct	0-40% Correct

	Distinguished	Proficient	Basic	Unsatisfactory
Reflection Questions	Participant provides rich detail from the content of the course in his or her responses Participant makes his or her responses to the questions personally meaningful	Participant includes appropriate content from the course in his or her responses Participant makes thoughtful comments in direct response to the questions	Participant includes some content from the course, usually appropriate, in his or her responses Participant answers the questions directly, not always fully	Participant includes no content from the course in his or her responses Participant does not address the questions posed