

## COURSE SYLLABUS

**COURSE:** DIFFERENTIATING TEACHING AND INSTRUCTION: WHAT, HOW, WHY  
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**CREDITS:** 3 GRADUATE PROFESSIONAL DEVELOPMENT CREDITS

### Course Overview

As a result of this course, participants will be able to describe and implement the concept of differentiation as a response to the needs, interests and abilities of learners by modifying curriculum, instruction, and classroom environment. You will explore how to reconstruct an objective so it is responsive to the needs, interests and abilities of diverse learners. You will discover how to use grouping patterns as a differentiation strategy, and you will explore how to effectively implement Independent Study to help your students meet their own needs within the boundaries of the learning process. You will explore varied models of instruction, including direct instruction and inquiry-based teaching, in order to effectively respond to diversity amongst your students.

### Author Biography

**Dr. Sandra Kaplan** teaches the methods courses for the Multiple Subjects Teaching Credential. She is a consultant for several state departments and school districts nationwide on the topics of education for gifted students, differentiated curriculum in depth and complexity, and thematic interdisciplinarity.

### As you take this course, you will:

- Listen to and watch experts.
- Watch real classroom learning.
- Read research and best practice.
- Access resources to support implementation.

## Course Objectives

In this course, you will:

- 1) explore the question “What is the definition of the concept of differentiation and how is it implemented in the classroom to meet the individual needs of learners?”
- 2) explore the means-end relationship and its role in differentiated instruction.
- 3) explore grouping patterns as strategy for differentiation.
- 4) explore the concept and steps or procedures associated with Independent Study.
- 5) explore how differentiation is demonstrated in both direct and inquiry-based teaching models.

## Course Outcomes

By the end of this course, you will be able to:

- 1) use the key principles or tenets of differentiation in planning for differentiated instruction.
- 2) design and reconstruct an objective to accommodate the individual needs of learners.
- 3) plan and implement various grouping patterns in the classroom.
- 4) use Independent Study as a means of differentiating for the needs, interests, and abilities of your students.
- 5) adjust instructional variables and apply instructional strategies to respond to student differences.

## Course Resources

Included within each unit are readings, resources, and materials available to download, save, and print. Please make sure you access all materials for each unit by clicking on the “Resources” tab to the right of the screen. At the end of each unit, you will find a KDS Application Toolkit that includes resources that can be used for implementation the next day; e.g., graphic organizers, project ideas, suggested texts and all onscreen graphics that are available to print or download.

## Methods of Instruction and Evaluation

- Pre and post surveys
- Videos (presentations consisting of interviews and classroom footage)
- Readings
- Reflection questions (open-ended questions at intervals throughout the course which ask participants to reflect on the course content, their own practice, and next steps for their practice)
- Checks for Understanding (selected-response quizzes to assess understanding)
- Discussion forums (prompts that engage participants in online dialogue with their cohorts)
- Mid-course Project and Final Capstone Project

## Academic Honesty

KDS and USC Rossier School of Education recognize 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).

Grading Policy (using rubric 1-4 scale system)		Percentage of Course Credit	
Total grade for the course is a culmination of performance grades.		Course grade is determined by the following:	
<b>A:</b>	3.4 – 4.0	<b>Reflections</b>	15%
<b>B:</b>	2.7 – 3.3	<b>Checks for Understanding</b>	25%
<b>C:</b>	2.0 – 2.6	<b>Mid-course Project</b>	25%
<b>F:</b>	<2.0	<b>Final Capstone project</b>	35%

In order to complete the requirements of the course, you must complete all course work (e.g., reflections, checks for understanding), including watching all videos and participating in all discussion forums. We do not award partial credit.

#### Checks for Understanding and Reflection Rubric

Assessment	Underdeveloped (1)	Basic (2)	Proficient (3)	Distinguished (4)
<b>Checks for Understanding</b>	65% or below	66-79%	80-89%	90-100%
<b>Reflection Question</b>	<p>Participant has included little to no content indicating consideration and comprehension of course content.</p> <p>Participant has not addressed the questions posed.</p> <p>Participant has copied from the course transcript without synthesis or analysis.</p>	<p>Participant has included little that indicates consideration and comprehension of course content.</p> <p>Participant has answered most questions directly but some too briefly.</p>	<p>Participant has included appropriate content from the course content and made connections to practice.</p> <p>Participant has made thoughtful comments in direct response to the prompts.</p>	<p>Participant has provided rich detail and supporting examples from the course content and made specific connections to his/her practice.</p> <p>OR</p> <p>Participant has made thoughtful comments in direct response to the prompts and created next steps to support his/her learning.</p>

## Course Outline

<b>Unit 1</b>
<b>Objectives:</b> In this unit, you will learn the definition of differentiation and how it is implemented in the classroom to meet the individual needs of learners.
<b>Outcomes:</b> By the end of this unit, you will be able to use the key principles of differentiation in planning for differentiated instruction.
<b>Resource:</b> KDS Application Toolkit related to the unit topic that provides project ideas, reading suggestions and templates to support classroom planning and instruction.
<b>Readings:</b> <ul style="list-style-type: none"><li>• Renzulli, J.S., et al. (2009). Chapter 22, Differentiation: Making curriculum work for all students through responsive planning and instruction. In <i>Systems and models for developing programs for the gifted and talented</i>, (2<sup>nd</sup> ed.). Waco, TX: Prufrock Press.</li></ul>
<b>Assessment:</b> Reflection questions, checks for understanding
<b>Unit 2</b>
<b>Objectives:</b> In this unit, you will learn about the means-end relationship and its role in differentiated instruction.
<b>Outcomes:</b> By the end of this unit, you will be able to design and reconstruct an objective to accommodate the individual needs of learners.
<b>Resource:</b> KDS Application Toolkit related to the unit topic that provides project ideas, reading suggestions and templates to support classroom planning and instruction.
<b>Readings:</b> <ul style="list-style-type: none"><li>• Renzulli, J.S., et al. (2009). Chapter 22, Differentiation: Making curriculum work for all students through responsive planning and instruction. In <i>Systems and models for developing programs for the gifted and talented</i>, (2<sup>nd</sup> ed.). Waco, TX: Prufrock Press.</li></ul>
<b>Assessment:</b> Reflection questions, checks for understanding
<b>Unit 3</b>
<b>Objectives:</b> In this unit, you will learn about grouping patterns as strategy for differentiation.
<b>Outcomes:</b> By the end of this unit, you will be able to plan and implement various grouping patterns in the classroom.
<b>Resource:</b> KDS Application Toolkit related to the unit topic that provides project ideas, reading suggestions and templates to support classroom planning and instruction.

<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• n/a</li> </ul>
<p><b>Assessment:</b> Reflection questions, checks for understanding</p>
<p><b>Assessment: Mid-Course Project follows Unit 3</b></p>
<p><b>Unit 4</b></p>
<p><b>Objectives:</b> In this unit, you will learn the concept and steps associated with Independent Study.</p>
<p><b>Outcomes:</b> By the end of this unit, you will be able to use Independent Study as a means of differentiating for the needs, interests, and abilities of your students.</p>
<p><b>Resource:</b> KDS Application Toolkit related to the unit topic that provides project ideas, reading suggestions and templates to support classroom planning and instruction.</p>
<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Renzulli, J.S. The enrichment triad model. <i>Gifted Child Quarterly</i>, 21:227 (1977). Sage. <a href="http://gcq.sagepub.com/content/21/2/227.citation">http://gcq.sagepub.com/content/21/2/227.citation</a>.</li> </ul>
<p><b>Assessment:</b> Reflection questions, checks for understanding</p>
<p><b>Unit 5</b></p>
<p><b>Objectives:</b> In this unit, you will understand how differentiation is demonstrated in both direct and inquiry-based teaching models.</p>
<p><b>Outcomes:</b> By the end of this unit, you will be able to adjust instructional variables and apply instructional strategies to respond to student differences.</p>
<p><b>Resource:</b> KDS Application Toolkit related to the unit topic that provides project ideas reading suggestions and templates to support classroom planning and instruction.</p>
<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Saphier, J., Haley-Speca, M.A., and Gower, R. (2008) Chapter 11, Models of teaching. In <i>The skillful teacher</i>. Research for Better Teaching.</li> </ul>
<p><b>Assessment:</b> Reflection questions, checks for understanding</p>
<p><b>Unit 6</b></p>
<p><b>Objectives:</b> Course Closing</p>
<p><b>Assessment: Final Capstone Project follows Course Closing</b></p>