College of Education and Human Development
Department of Teaching and Learning
T&L 390/590 Differentiated Instruction
Spring 2007
4:00-6:30pm Mondays Room 110 Ed. Bldg.
3 Credits

Instructor: Meghan Salyers, Doctoral Student
Room 7A Ed. Bldg.
777-3588 meghan.salyers@und.nodak.edu
Office Hours: Mondays 1:30-3:30, and by appointment

Texts: Roberts, J.L., & Inman, T.F., (2007). *Differentiating instruction: Best practices for the classroom.* Prufrock Press.
Benjamin, A., (2003). Differentiated instruction: A guide for elementary school teachers. Eye On Education, Inc.
Benjamin, A., (2003). Differentiated instruction: A guide for middle and high school teachers. Eye On Education, Inc.

Course Description: Research, theory, and methods for differentiating instruction for students with varying abilities.

Conceptual Framework: The teacher education programs at the University of North Dakota are grounded on constructivist principles. Through our programs, we support the development of teachers who are learners, active agents of learning and articulate visionaries.

Objectives of the Course:

1. To explore the construct of differentiated instruction throughout K-12 education (INTASC 1,2)
2. To examine research on the theories related to differentiated instruction (INTASC 2,3,5, 8, 10)
3. To critically evaluate current methods of identifying learning styles and multiple intelligences in children and applying their needs to curriculum (INTASC 3, 5, 7)
4. To examine the construct of creativity and higher order thinking skills for all students (INTASC 4, 6)
5. To research changes in meeting the developmental, social, and emotional needs of the students (INTASC 9, 10)
6. To develop connections between current legislation in education and methods of reaching and teaching all children within the same classroom.

Instructional Practices: Discussion-based instruction, lecture, group/partner activities, individual/group presentation(s), guest speakers, constructivist field work.

Course Requirements: Professional dispositions are formally and/or informally monitored throughout the teacher education program. Faculty, instructors and/or cooperating teachers may request a one-on-one meeting with a teacher candidate to discuss areas of strength or concerns. Written documentation of this conference may be included in the candidate's permanent file. Specific procedures are delineated on the form "Professional Dispositions for UND Teacher Education".

University Attendance Policy and Procedures: Attendance and participation in class activities are considered integral parts of a university education. If attendance and/or participation are required and will impact grading, it is the responsibility of the instructor to communicate clearly in the course syllabus that policy to students during the first week of class. Even in situations where an instructor might excuse a class absence (for example, severe medical situations, family emergencies, or authorized University activities) it is the responsibility of the student, whenever possible, to inform the instructor ahead of time.
****It is the practice of this instructor to offer participation points for in-class discussions and activities. If you are not in attendance, you are unable to participate and will therefore be denying yourself of those points necessary for your grade in this class. Pre-excused absences are possible.**

Grading:

Class Participation: 50 pts. **Case Study: 50 pts.**
Individual Research Project: 50 pts. **DI Lesson/Reflection: 50/25 pts.**

Grading Scale:

90-100% = A
80-89% = B
70-79% = C
60-69% = D
"I" = The "I" Incomplete, will be assigned only to the student who has been in attendance and has done satisfactory work up to a time within four weeks of the close of the semester, including the examination period, and whose work is incomplete for reasons satisfactory to his or her instructor. (See p. 36 of 2005-06 UND Catalog for Complete policy statement for undergraduates).

Other Policies:

Exceptionalities: *If you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, or if you need accommodations in this course because of a disability, please make an appointment with me.* ***If you plan to request disability accommodations, you are expected to register with the Disability Support Services (DSS) office – 190 McCannel Hall, 777-3425. Their website: www.und.nodak.edu/dept/dss.***

Essential Functions: All teacher education students must be able to perform the essential functions expected of a student in a field-based classroom experience as described in the Student Teacher Handbook, p. 11 (Guidelines for Student Teachers). Reasonable accommodations will be afforded to student teachers with disabilities as required under the American with Disabilities Act of 1990. Students who can no longer perform the essential functions of teacher candidates must report that to the Director of Teacher Education and suggest any accommodations that they think will enable them to perform as teacher candidates. The director will then determine if the suggested accommodations are reasonable or if there are any other reasonable accommodations that can be made. If accommodations cannot be made, the student will not be able to remain in the teacher education program.

Cell Phones: If cell phones are on, they MUST be on vibrate or silent mode in the classroom.

Food/Drink: Food is allowed in the classroom provided it does not take away from anyone's learning experience. Drinks are also permitted; however, pop & sugary foods are not recommended due to the negative impact on the brain.

TENTATIVE Schedule Spring 2007

Date	Topic	Assignments
January 8, 2007	Introductions: Students, Instructor, Course History/Importance MI/LS Inventories	Read Ch. 1-2 (Roberts)
January 15, 2007	NO CLASS – MLK Day	Read Ch. 3-4 (Roberts) Handouts
January 22, 2007	Theorists: Dewey (Constructivism), Gardner (MI), Preassessment=Motivation to teach/learn Case Study Sample (Also Ch. 11 Gd. EE/Ch. 10 MH) MI Video / What MI Am I? Activity	Work on Case Studies Read Gd. Pp. 18-22 EE Read Gd. Pp. 13-16 MH "Big Ideas of Thinking"
January 29, 2007	Vygotzky (Social Learning Theory)/Glasser (Control) Bloom's Taxonomy: Thinking Styles Computer Lab: Nat'l/State/Local Standards	Heacox Handouts Ch. 10 Gd. EE (opt.)
February 5, 2007	Metacognition Questioning: Heacox handouts DeBono's 6 Thinking Hats Case Study Presentations	Questioning Packet
February 12, 2007	Questioning Packet –go over Integrating Gardner's MI, DeBono's Hats, Bloom "The Quest" (Understanding by Design?) Research Project Ideas Handout Case Study Presentations	Read Ch. 7 (Roberts) Ch. 10 EE (MS & HS Handout) Understndng by Design
February 19, 2007	NO CLASS-PRESIDENT'S DAY	
February 26, 2007	"The Quest" continued Active Learning (Understanding by Design) (Grouping), Integrated subject matter? Case Study Presentations	Ch. 8 (Roberts) Rubrics Handouts?
March 5, 2007	Assessment Case Study Presentations	Work on Presentations
March 12, 2007	NO CLASS-SPRING BREAK	" " "
March 19, 2007	Research Paper Presentations	Work on Lesson Plan
March 26, 2007	Lesson Plan Demonstrations Themes: Spelling & Social Studies	Work on Lesson Plan & Reflection
April 2, 2007	Lesson Plan Demonstrations Themes: Reading & Writing	Work on Lesson Plan & Reflection
April 9, 2007	NO CLASS-EASTER BREAK	
April 16, 2007	Lesson Plan Demonstrations	

	Themes: Math & Science
April 23, 2007	Lesson Plan Demonstrations Themes: Science & ???
April 30, 2007	LAST CLASS: Remaining Lesson Plan Demo's? Course Evaluation & DI Celebration!