

# COURSE SYLLABUS

## Summer, 2006

**EDU 908W: *Ways of Teaching...Ways of Knowing:*  
Differentiating Instruction in a  
Mixed-Ability Classroom**

*Long Island University*  
*School of Education*  
*C.W. Post Campus*



John Rogers Cox, *Grey and Gold*

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## **INSTITUTE FOCUS QUESTIONS:**

What is instructional differentiation?

How can differentiation be used to ensure optimum academic challenge for all students?

What does a differentiated classroom look like?

## **INSTITUTE OBJECTIVES**

Upon completing the one-week Institute participants will be able to:

- Understand differentiation as a phenomenon of American society and culture
- Understand research findings on the effectiveness of differentiated classrooms and move from theory into practice
- Recognize the function of the teacher in a differentiated classroom
- Recognize and increase variety in teaching, learning, and assessment to respond to individual student needs
- Utilize strategies including assignment tiering, graphic organizers, critical thinking skills, reflection and assessment strategies customized for a mixed- ability classroom
- Diagnose student needs and prescribe tasks that create better matches between learning needs and preferences
- Examine the role of technology and the arts as tools for differentiation
- Enhance overall teacher practice to ensure success in differentiated instruction
- Develop a rationale and clarify the role of the teacher in differentiated instruction

## **REQUIRED COURSE TEXT:**

[Heacox, Diane. \(2001\). \*Differentiating Instruction in the regular classroom. How to reach and teach all learners, Grades 3-12.\* Minneapolis, MN: Free Spirit Publishing](#)

## **RECOMMENDED:**

[Tomlinson, C. \(2003\) \*Fulfilling the promise of the differentiated classroom: Strategies and tools for responsive Teaching.\* Alexandria, VA: ASCD Publications.](#)

## **SUPPLEMENTAL READINGS**

Course Packet containing relevant websites, Internet resources, journal articles and research studies

## **COURSE METHODOLOGIES**

The Institute will draw on a combination of the following instructional methodologies:

- Classroom lectures and discussion
- Class Observation
- Strategic Planning sessions and hands-on activities

- Computer Laboratory class
- Field trip to the Nassau County Museum of Art
- PowerPoint and other AV presentations

## **COURSE REQUIREMENTS AND GRADING POLICY**

**Course Requirements:** All Institute participants will be required to complete the following:

- Regular attendance at all Institute sessions
- Read all course materials (distributed on the first day of class) and active participation in group/class discussions
- Compose a *Reflection Journal* for each session in individual
- Write a 12-15 page paper on differentiated learning (due **three weeks** after course completion, on August 4, 2006) including a Differentiated Education Plan (DEP) that incorporates a rationale for differentiated instruction, demonstrates interdisciplinary connections with the arts and technology, and illustrates how the teacher will plan, implement, and evaluate strategies to modify content, process and product within a differentiated classroom

Course grades will be accumulation of points over the semester calculated as follows:

<b><i>ASSIGNMENT</i></b>	<b><i>PERCENT</i></b>	<b><i>DUE DATE</i></b>
<i>Attendance</i>	10%	<i>July 10-14th</i>
<i>Course readings and Class Participation</i>	20%	<i>July 10-14th</i>
<i>Reflection Journal</i>	20%	<i>July 10-14th</i>
<i>Final DEP and Paper</i>	50%	<i>by August 4th</i>

<b>Grade Scale Used in Course</b>			
95-100	A	77-79	C+
90-94	A-	73-76	C
87-89	B+	70-72	C-
83-86	B	65-69	D
80-82	B-	Below 65	F

\*NOTE: All assignments are subject to change as announced in class. Please be sure to back up all of your computer files. Please do not turn in your only copy of assignments.

### **REFLECTION JOURNAL**

Throughout the Institute, students will be assigned reflection questions on various topics related to differentiation. This will constitute your own Reflection Journal. Journal entries

should reflect on issues and ideas presented in the questions, especially as to how this relates to instructional differentiation. Each question should be responded to in **1-2 page** short essays (double-spaced, one-sided, numbered pages, using 1” margins with legible 12 point font, *e.g.* Times Roman, Garamond). Your thoughts on each topic should comprise much of the narrative together with any questions or issues you wish to raise regarding the topic. The

DATE	REFLECTION QUESTIONS
<b>MONDAY, JULY 10TH</b>	In the article <i>Differentiation: The New Monster in Education</i> , what is the author’s thesis? Do you agree with his argument? How would you respond to his ideas and suggestions?
<b>TUESDAY, JULY 11TH</b>	According to Heacox and Tomlinson, what are some key characteristics of a differentiated classroom? Which of these do you consider most viable in your own assignment? What challenges do you anticipate in creating a differentiated learning environment? In your own teaching, what evidence do you find that differentiation of instruction is necessary?
<b>WEDNESDAY, JULY 12TH</b>	Bloom’s Taxonomy was created in the 1950s. How relevant and useful do you think it is today? Do you agree with the author’s idea that there is more than one route to complex thinking and this route does not always begin with a “knowledge and skill” component? How would you use the Taxonomy to differentiate learning?
<b>THURSDAY, JULY 13TH</b>	Do you feel that gifted students are particularly underserved in today’s classroom? Based upon your experiences, how would you describe their frustration --if any--in being adequately challenged? How would you examine this question in the context of the evolution of differentiation in American society?

Journal is to be submitted at the close of the Institute on Friday, July 14<sup>th</sup>.

#### **OTHER COURSE/CLASS POLICIES**

- **Make-Up Assignments-** There will be no makeup assignments for unexcused absences. To be considered, acceptable excuses (*e.g.* medical or personal emergencies and/or college related business) must be provided to the instructor in writing. Students who are unable to complete an assignment for legitimate reasons that do not qualify as excused absences and who notify the instructor before the assignment is due may, at the discretion of the instructor, turn in late assignments for partial credit.

- **No beepers or cell phones.** If you have these items turn them off or to vibrate/quiet mode, so as to not disrupt other students during class.
- **Students with disabilities:** In accordance with the Americans with Disabilities Act of 1990 and in order to facilitate learning for all students, students with disabilities or those requiring special arrangements should speak directly with the professor at the beginning of the semester. Further, please contact the Academic Resource Center so that steps can be taken to develop an appropriate education plan.

*We might change the layout of the track, but all students are still in the race.*  
*Carol Ann Tomlinson*

## READING AND ASSIGNMENT SCHEDULE

**DAY ONE**  
**July 10**

**DEFINING DIFFERENTIATION; REVIEW OF LITERATURE AND RESEARCH;  
 HISTORICAL PERSPECTIVE;  
 STRATEGIES FOR INSTRUCTIONAL DIFFERENTIATION**

### **Required**

Heacox, pp. 5-20

Differentiating Instruction

[http://www.ascd.org/cms/objectlib/ascdframeset/index.cfm?publication=http://www.ascd.org/ed\\_topics/cu2000win\\_willis.html](http://www.ascd.org/cms/objectlib/ascdframeset/index.cfm?publication=http://www.ascd.org/ed_topics/cu2000win_willis.html)

Differentiation: The new monster in education

<http://education.guardian.co.uk/egweekly/story/0,5500,897299,00.html>

A Differentiated Glossary

<http://www.mcps.k12.md.us/curriculum/science/instr/differstrategies.htm>

NCCA Report on Differentiation

<http://www.cast.org/ncac/DifferentiatedInstruction2876.cfm>

### **Recommended**

Overview of Differentiated Instruction

<http://www.weac.org/kids/1998-99/march99/differ.htm>

How to Differentiate Instruction

[http://www.smcm.edu/academics/EdStudy/d7-  
Proj/Projects/ResearchSites/acbrowning/How/HowIndex.htm](http://www.smcm.edu/academics/EdStudy/d7-<br/>Proj/Projects/ResearchSites/acbrowning/How/HowIndex.htm)

Strategies for Differentiation

<http://members.shaw.ca/priscillatheroux/differentiatingstrategies.html>

How “Untracking” Can Save America’s Schools

<http://www.middleweb.com/Whlcktrack.html>

## Day Two JULY 11

### PLANNING AND MANAGING A DIFFERENTIATED CLASSROOM; DEVELOPING THE DIFFERENTIATED EDUCATION PLAN (DEP); TIERED INSTRUCTION

Guest Speaker: AM Professor Karen Nespoli, Assistant Professor, C.W. Post  
PM Visit to C.W. Post’s Library [IMC](#)

#### Required

Heacox, pp. 65-100; 147-156

Differentiation in the Elementary Grades

<http://www.ericdigests.org/2001-2/elementary.html>

How to Differentiate Instruction

<http://www.teach-nology.com/tutorials/teaching/differentiate/planning/>

Pierce, R.L. & Adams, C.M. (2004). Tiered Lessons: One way to differentiate mathematics instruction. *Gifted Child Today*, 27, 58-65.

Critical Questions about Tiered Lessons

<http://www.bsu.edu/teachers/services/ctr/javits/Instruction/criticalquestions.htm>

Do Visual, Auditory, and Kinesthetic Learners Need Visual, Auditory, and Kinesthetic Instruction?

[http://www.aft.org/pubs-reports/american\\_educator/issues/summer2005/cogsci.htm](http://www.aft.org/pubs-reports/american_educator/issues/summer2005/cogsci.htm)

#### Recommended

Differentiated Instruction

[http://www.frsd.k12.nj.us/rfmslibrarylab/di/differentiated\\_instruction.htm](http://www.frsd.k12.nj.us/rfmslibrarylab/di/differentiated_instruction.htm)

Tiered Lesson Plans and Graphic Organizers

<http://www.manhattan.k12.ca.us/staff/pware/diff/>

Differentiating Social Studies

<http://tst1160-35.k12.fsu.edu/Elsspres.html>

[http://ideanet.doe.state.in.us/exceptional/gt/tiered\\_curriculum/welcome.html](http://ideanet.doe.state.in.us/exceptional/gt/tiered_curriculum/welcome.html)

<http://www.help4teachers.com/how.htm> (Layered Curriculum)

Differentiating a High School Lesson

<http://ascd.org/portal/site/ascd/template.chapter/menuitem.5d91564f4fe4548cdeb3ffdb62108a0c/?chapterMgmtId=aede89b094a75010VgnVCM1000003d01a8c0RCRD>

## Day Three JULY 12

### USING THE ARTS TO DIFFERENTIATE INSTRUCTION; DIFFERENTIATING THE QUESTIONING TAXONOMY

Class Location: AM [Nassau County Museum of Art](#), Roslyn Harbor, NY

Jean Henning, Director of Education and Nancy Richner, Museum Program Coordinator

PM: Performance, [Tilles Center, C.W. Post](#): [The Growing Rock](#)

#### Required

Heacox, pp. 53-100

School/Museum Collaboration

<http://www.aasianst.org/EAA/piro.htm>

A taxonomy is not a sequence

<http://www.edweek.org/ew/ewstory.cfm?slug=07worsnop.h23&keywords=worsnop>

A Questioning Toolkit

<http://questioning.org/Q7/toolkit.html>

#### Recommended

Resources in School/Museum Collaborations

<http://home.iag.net/~ksking/muslearn.html>

Project MUSE at Project Zero

<http://www.pz.harvard.edu/Research/MUSE.htm>

<http://questioning.org/>

<http://www.teachers.ash.org.au/researchskills/dalton.htm>

## Day Four JULY 13

### DIFFERENTIATING FOR LITERACY; DIFFERENTIATING FOR SPECIAL POPULATIONS: THE GIFTED STUDENT

*Guest Speakers:*

Ms. Janice Schwarz, [Region 3, New York City Department of Education](#)

Ms. Ellen Grill, [Region 4, New York City Department of Education](#)

#### **Required**

Heacox, pp. 101- 117; 131- 144

Differentiation for the Gifted

<http://www.sp.uconn.edu/~nrcgt/news/spring98/sprng985.html>

Differentiating Instruction for Advanced Learning in the Mixed-Ability Middle School Classroom

<http://www.ericdigests.org/1996-3/mixed.htm>

#### **Recommended**

Learner Outcomes for the Gifted

<http://www.ericdigests.org/1993/outcomes.htm>

<http://www.austega.com/gifted/provisions/curdifferent.htm>

Adapting Instruction

<http://www.teachersfirst.com/sped/prof/adapt-strat.html>

## Day Five July 14



**DIFFERENTIAL ASSESSMENT PRACTICES;  
TECHNOLOGY AND DIFFERENTIATION**

Class visit to the [Long Island University Center for Gifted Youth](#)

**Required**

Heacox, pp. 119- 124

Assessing Differentiation

<http://members.shaw.ca/priscillatheroux/assessing.html>

The Webquest

<http://webquest.org/>

<http://www.iwebquest.com/egypt/ancientegypt.htm>

<http://mercury.siec.k12.in.us/~west/proj/lincoln/>

Grading Students in Inclusive Settings

[http://journals.sped.org/EC/Archive\\_Articles/VOL.34NO.3JANFEB2002\\_TEC\\_Article1.pdf](http://journals.sped.org/EC/Archive_Articles/VOL.34NO.3JANFEB2002_TEC_Article1.pdf)

**Recommended**

Resources for Differentiation

<http://tst1160-35.k12.fsu.edu/>

<http://www.gp.k12.mi.us/ci/diff/resources.htm>

<http://pblmm.k12.ca.us/>

<http://k12.albemarle.org/Technology/DI/>

Universal Design Learning

<http://ericadr.piccard.csc.com/extra/ericdigests/ed475386.html>

**Ellen Grill**

**Literacy Specialist**

**New York City Department of Education**

Ms. Ellen Grill has served in a variety of capacities in the New York City Department of Education including classroom teacher, GATES teacher, teacher of the gifted and literacy specialist. She also has

acted as a liaison between the America's Choice School Reform project and schools in District 24/Region 4. She has also lectured, written curriculum and delivered staff development on a variety of topics in literacy education.

**Jean Henning**  
**Nassau County Museum of Art**

**Jean Henning** is Director of Education at the Nassau County Museum of Art. She has a degree in art history from Smith College and has done graduate work at New York University. She has been involved in a number of partnerships that had, as their focus, school-museum collaborations, as well as integrating art into the curriculum.

**Dr. Karen Nespoli**  
**Professor (Adjunct) C.W. Post Campus**  
**Long Island University**

Dr. Karen Megay-Nespoli is an educational consultant specializing in the needs of the talented reader. She has presented at both the state and regional reading conferences. Karen is an education professor at Long Island University/C.W. Post. She also serves as an adviser to undergraduate Honors' students completing their senior thesis. Karen received her doctorate from Teachers College, Columbia University in education of the gifted. She is a former NYC public school teacher and has taught gifted middle school gifted students on Long Island.

**Dr. Joseph Piro**  
**Institute Coordinator**

Dr Piro a member of the faculty of Curriculum and Instruction at C.W. Post. Prior to teaching at LIU, he was District Coordinator for Project ARTS and Gifted Education in the New York City Public Schools-District 24 Queens. He is also a member of the faculty at LIU's Center for Gifted Youth where he serves as curriculum consultant. His research has centered on Theories of Intelligence, Teacher Practice, and Learning and the Brain. He is also the creator of *The Rembrandt Project*, named as a "Promising Practice" by the New York State Education Department's *Sharing Success Program* (<http://www.teachrembrandt.org/>) and recipient of an NEH Curriculum Development Grant.

**Ms. Janice Schwarz**  
**Consultant, Region 3**  
**New York City Department of Education**

**Ms. Janice Schwarz** was, for a number of years, the Director of Gifted Programs for School District 28 in the New York City Department of Education. She led the New York City Network of Gifted Educators providing technical and strategic leadership to principals, curriculum developers, and gifted coordinators throughout the New York City Schools. She was also Supervisor of Project ARTS and developed interdisciplinary programming using the arts and technology. She has also taught in a variety of grade levels and presently serves as a consultant on arts education to Region 3 in the New York City Department of Education.

**Nancy Richner**  
**Nassau County Museum of Art**

**Nancy Richner** is a Program Coordinator at the Nassau County Museum of Art where she works with teachers and students. She earned a Bachelor's from Northwestern University and Master's Degree in Museum Education at the George Washington University. Prior to working at the NCMA, she was Assistant Director at the Museum of Modern Art. She has served on the faculty of Bank Street College of Education, was Chair of the New York City Museum Educators' Roundtable and was named Eastern Museum Educator of the Year for the NAEA.

### **Course Bibliography**

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[\*The Education for All Handicapped Children Act, 34CFR Section 300.552 \(1975\).\*](#)