



Course Syllabus

Course Number and Name: HBM 909, Effective Strategies: Differentiating for Student Success

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Number of Units: Number of Units 3

Course Description

- This is an introductory course that focuses on strategic methods of differentiating instruction for the success of all learners in curriculum design and implementation. Students will research some of the basics of human learning and what this means for the teaching process. Effective strategies for teaching to the diversity in today's classrooms (English learners, special populations) are identified and implemented. Various methods of assessment and effective feedback strategies are reviewed, with ongoing forums for reflecting on each candidate's teaching practice.
- National Board for Professional Teaching Standards are aligned in this course with learning objectives as well as with the rubric for the mini-unit, the summative project.

Learning Objectives / Outcomes – students will be able to:

1. Apply the basic principles of brain biology to the design and implementation of the lesson planning process. (Prop. 1.3, 4.2)
2. Demonstrate growth in their ability to design, implement, and adapt differentiated curriculum to meet students at their level of interest and ability. (Prop. 1.1, 1.2, 2.1, 2.3, 3.1, 3.2, 4.2)
3. Implement various methods of assessing student learning analyzing learner outcomes and possible next steps. (Prop. 3.3, 3.4)
4. Reflect on their own teaching practice through interactions with peers and with written responses. (Prop. 4.3, 5.1, 5.5)
5. Utilize appropriate software to organize methods of differentiating strategies for their students.

National Standards

- National Board for Professional Teaching Standards
 - Prop. 1: Teachers are committed to students and learning.
 - Prop. 2: Teachers know the subjects they teach and how to teach those subjects to students.
 - Prop. 3: Teachers are responsible for managing and monitoring student learning.

- Prop. 4: Teachers think systematically about their practice and learn from experience.

Course Materials

Tomlinson, Carol Ann (2004) *The Differentiated Classroom: Responding to the Needs of All Learners*. Prentice Hall.

Articles, videos, websites noted in *References*.

Course Requirements

Participation (25 pts.)

Interaction with your professor and peers is foundational for your learning and quality intellectual engagement with the issues will facilitate your success.

Interactive Link Exploration (15 pts.)

Explore the link *Tapping into Multiple Intelligences*, responding as directed.

Focused Internet Search (20 pts.)

Complete an internet search researching effective strategies for dealing with either 1) English language learners, 2) special needs students, or 3) gifted learners. Choose one.

Class Composition Description (20 pts.)

In this description you will compile information about the students in your classroom that will help you to differentiate your lessons & maximize each student's learning experience.

Set of Connected Lessons (See lesson plan checkric.) (126pts.)

- Designed around your chosen content area.
- Use information from the class composition description to differentiate for student success.
- Include as many of the following curricular areas as possible:
Literature, writing, math, science, and social studies.
- Utilize a variety of assessment strategies.
- Incorporate numerous modalities & intelligences.

On-line Learning Forums (via Discussion Board) (text chapters = 15 pts. each x 4, articles = 10 pts. each x 4, videos = 15 pts. each x 3) (125 pts.)

Write an entry for texts or articles read and videos viewed as assigned. Note concepts that interest you, questions perked & connections made.

- Incorporation of technology as it enhances learning.

Technology Component

- In this course you will consistently utilize Moodle to participate in the class, use email to communicate with your classmates and instructor, use the software Inspiration to create a Web of Differentiation for the Set of Lesson Plans, search the web to find resources for your lessons, do a focused internet search on an assigned topic, and complete an interactive link exploration.

Schedule of Topics and Assignments

Assignment Grid

| | |
|---|--|
| Module 1 How the Brain Learns | Listen to Orientation (narrated slide show). Read syllabus. View <i>Common Miracles</i> video & respond. Read <i>Moving w/ the Brain in Mind</i> article & respond. Read <i>Brain Compatible Curriculum</i> article & respond. |
| Module 2 Dealing w/ Diversity | Complete Focused Internet Search & response. Explore <i>Tapping into MI</i> & respond. Read <i>Deciding to Teach Them All</i> & respond Complete a description or graph of your class composition. |
| Module 3 What is Differentiation? | Read chapters 1-6 in Tomlinson & respond. View <i>A Visit to a Differentiated Classroom</i> (part 1 & 2) & respond. Write up your Topic for set of lesson plans. |
| Module 4 How To's of Differentiation | Read chapters 7-9 in Tomlinson & respond. Read "How to's of Differentiation" & respond. View <i>A Visit to a Differentiated Classroom</i> (part 3 & 4) & respond. |
| Module 5 Designing Curriculum | Choose an assessment article, read & respond. Create a Web of Differentiation. View the Bloom's Taxonomy site, read <i>Guidelines for the Differentiated Lesson</i> and the <i>ChecBric</i> , then write up your first lesson plan. |
| Module 6 Putting it All Together | Write up your final 2 lesson plans. Complete an informal course evaluation. |

Evidence of Learning

- Course instructor observed evidence of understanding and proficiency in differentiating for student success as demonstrated through students' design of a set of connected lessons.
- Course instructor observed evidence of understanding of course objectives as demonstrated through students' completion of class assignments.
- Student demonstrated their understanding of assessment by planning for, implementing, and analyzing student learning in their lesson plans.



We must not only give what we have; we must also give what we are
-- Cardinal Joseph Mercier

From the very beginning of his education, the child should experience the joy of discovery. -- Alfred North Whitehead

Education is not received. It is achieved. -- Anonymous

Education means developing the mind, not stuffing the memory.
-- Anonymous

Grading Policies and Rubrics

- Grading Scale: A = 90% and above, B = 80% and above. Total of 331 possible.
- Students who enroll in this course for a letter grade will only earn credit for the course if they achieve a grade of "A" or "B."
- Students who are taking the course for credit/no credit, must receive a minimum score of 320 points to pass.
- Rubric is attached for the development of differentiated lesson plan.

References

Concept to Classroom: Tapping into Multiple Intelligences

<http://www.thirteen.org/edonline/concept2class/mi/index.html>

Exceptional Lives, Exceptional Issues. Peter Jennings, ABC News/Prentice Hall Video Library.

FREE: Federal Resources for Educational Excellence, <http://www.free.ed.gov/>

Fresno Pacific University Electronic Databases

http://prod.campuscruiser.com/PageServlet?pg=home_welcome&cx=22.25

Inspiration Curriculum Resources, <http://www.inspiration.com/resources/index.cfm>

Janzen, Jeanne. "Curriculum & Teaching Resource Library"

<http://courses.fresno.edu/teach/resources.html>

Jensen, Eric. (2000, November). Moving with the brain in mind. *Educational Leadership*, 58(3), 34-37.

Leahy, S., Lyon, C., Thompson, M., & Wiliam, D. (2005, November). Classroom Assessment: Minute by Minute, Day by Day. *Educational Leadership*, 63(3), 18-24.

Moodle Home Page for *Effective Strategies: Differentiating for Student Success*

<http://moodle.fresno.edu/moodle/login/index.php>

McTighe, Jay & O'Connor, Ken. (2005, November). Seven Practices for Effective Learning. *Educational Leadership*, 63(3), 10-17 .

Neyhart, David and Erin Karper. "APA Formatting & Style Guide." Purdue, 2007.

<http://owl.english.purdue.edu/owl/resource/560/01/>

Tomlinson, Carol Ann. (2003, October). Deciding to Teach Them All.

Educational Leadership, 6-11.

A Visit to a Differentiated Classroom (video). Judy Rex, Association for Supervision & Curriculum Development, 2001.

Westwater, A & Wolfe, P. (2000, November). The Brain-compatible Curriculum.

Educational Leadership, 49-52.

Policy on Plagiarism

Academic Honesty/Integrity

“All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue.”

University Information

“Graduate level course work reflects Fresno Pacific University’s Desired Student Learning Outcomes as it applies to professional development to demonstrate the following:

- Oral and written communication in individual and group settings
- Content knowledge, and application of such knowledge in the student’s area of interest to affect change
- Reflection for personal and professional growth
- Critical thinking
- Cultural and global perspectives to understand complex systems
- Computational/methodological skills to understand and expand disciplines, including an understanding of technological systems”