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| Whitworth University Logo  EDM 531B**:** Differentiated Instruction  **Kristen Arnold**  **Master in Teaching**  **Tentative Course Schedule** | | |
| **DUE DATES:** All assignments are DUE BY 11:59 p.m. (PST) on the date identified below of the module in which they are assigned, unless otherwise noted.  **Please note:** Your instructor reserves the right to modify the course schedule according to the needs of the class. Any schedule changes will be communicated to students via email and in the course announcements. | | |
| **Module** | **Engage** | **Respond** |
| **Module 1**  **9/16-9/20**  **Universal Design for Learning as a Framework for Differentiation** | **Meet *(together)* 9/16**  Elementary: 3:30-5:00  Secondary: 9:00-10:30  **Read *(individually)***   * Read the syllabus in its entirety. * What is Differentiated Instruction (DI)? * “Teaching Like a 4-Star Chef.”   **View *(individually, prior to next class)***   * Review course site on Blackboard. * What is Differentiation? Video link: [Differentiating Instruction: It’s Not as Hard as You Think](https://video.edweek.org/detail/video/5833607063001/differentiating-instruction-its-not-as-hard-as-you-think?autoStart=true) * [Universal Design for Learning: Creating a Learning Environment that Challenges and Engages All Students](https://iris.peabody.vanderbilt.edu/module/udl/) | *DUE BY 9/18*   * Pre-Assessment. * Create Reading Response Journal. * DI Teaching Philosophy.   *DUE BY 9/20*  IRIS Module on Universal Design for Learning.   * Complete the module. * Upload the completed outline to Blackboard:   <https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_module_outlines/udl.pdf#content> |
| **Module 2**  **9/20-9/26**  **Structures That Support Differentiation:**  **Flexible Grouping & Blended Learning** | **Meet 9/25**  Elementary: 3:30-5:00  Secondary: 9:00-10:30  **Read**   * Chapters 4-5, "The Learning Environment in a Differentiated Classroom" and "Classroom Routines," in *Managing a Differentiated Classroom.* * Chapters 2-3, "The Rationale for Differentiating Instruction in Academically Diverse Classrooms" and "Thinking About the Needs of Students in a DI Classroom." * *Bonus Material*!   [Making Cooperative Learning Powerful - ASCD](http://www.ascd.org/publications/educational-leadership/oct14/vol72/num02/Making-Cooperative-Learning-Powerful.aspx)  **View**   * Each flexible grouping video is less than 5:00. Choose at least two from the list on Blackboard to view. (Not included in this practice-based learning opportunity.)   **Explore**   * [Blended Learning Models](https://www.blendedlearning.org/models/#flip) | *DUE BY 9/26*   * Flexible Grouping Grid assignment. (Not included in this practice-based learning opportunity.) |
| **Module 3**  **9/28-10/3**  **Collaborate With Professionals**  **(HLP1)** | **Meet 10/2**  Elementary: 3:30-5:00  Secondary: 9:00-10:30  **Read**   * Read pp. 28-34, “Research Synthesis: Collaboration,” in *High-Leverage Practices in Special Education.* * Read Chapter 9, entitled “Supporting Paraprofessionals,” in *The Educator’s Handbook for Inclusive School Practices.*   **Attend**  An individualized education program (IEP) meeting in your practicum setting and submit a written reflection of the collaboration strategies observed. | *DUE BY 10/3*   * Reading Response Journal HLP#1. * IEP Meeting Reflection Paper. |
| **Module 4**  **10/4-10/10**  **Use Assessment Data**  **(HLP6)** | **Meet 10/9**  Elementary: 3:30-5:00  Secondary: 9:00-10:30  **Read**   * Read pp. 40-49, “Research Synthesis: Assessment,” in *High-Leverage Practices in Special Education.* * Read Chapter 4, “Using Multiple Sources of Information to Develop a Comprehensive Understanding of a Student’s Strengths and Needs,” in *High Leverage Practices for Inclusive Classrooms.* * Read the article “Grading Exceptional Learners” in *Educational Leadership*.   **Explore**  [A 4-Part System for Getting to Know Your Students | Cult of Pedagogy](https://www.cultofpedagogy.com/relationship-building/) | DUE BY *10/10*   * Reading Response Journal. * Student Needs Summary. |
| **Module 5**  **10/11-10/17**  **Systematically Design Instruction**  **(HLP12)** | **Meet 10/11**  Elementary: 3:30-5:00  Secondary: 9:00-10:30  **Read**   * Read pp. 69-73, “Research Synthesis: Instruction,” in *High Leverage Practices in Special Education.* * Read Chapter 11, “Identify and Prioritize Learning Goals,” and 12, “Systematically Design Instruction Toward a Specific Learning Goal,” in *High Leverage Practices for Inclusive Classrooms*.   **View**   * M5 Variety Videos: Explore different videos of your choice and pull out some strategies that would work for your grade level/content area. | DUE BY *10/17*   * Reading Response Journal. * Copy three learning goals used within your practicum classroom into your Reading Response Journal. |
| **Module 6**  **10/18-10/24**  **Adapt Curriculum Tasks & Materials**  **(HLP13)** | **Meet 10/18**  Elementary: 3:30-5:00  Secondary: 9:00-10:30  **Read**   * Read Chapter 13, “Adapt Curriculum Tasks and Materials for Specific Learning Goals,” in *High Leverage Practices for Inclusive Classrooms*. * Read Chapter 12, “Differentiating Content,” and Chapter 13, “Differentiating Process,” and Chapter 14, “Differentiating Product,” in *How to Differentiate Instruction in Academically Diverse Classrooms.* | DUE BY *10/24*   * Reading Response Journal. * Formative Assessment: Fixer-Upper. |
| **Module 7**  **11/1-11/7**  **Use Explicit Instruction**  **(HLP16)** | **Meet 11/6**  Elementary: 3:30-5:00  Secondary: 9:00-10:30  **Read**   * Read Chapter 16, “Use Explicit Instruction,” in *High Leverage Practices for Inclusive Classrooms.*   **View**   * [Unedited Clips of Teachers Implementing HLPs](https://highleveragepractices.org/unedited-clips-teachers-implementing-hlps) | DUE BY *11/7*   * Reading Response Journal. * Key Elements of Explicit Instruction Lesson Observation. |
| **Module 8**  **11/8-11/14**  **Preparing for HLP Lesson Study** | **Meet 11/8**  Elementary: 3:30-5:00  Secondary: 9:00-10:30  **View (*During class*)**   * Lesson Study Overview Presentation. | DUE BY *11/14*   * HLP LS eWorkbook: Prepare section. |
| **Module 9**  **11/15-11/21**  **Use Student Assessment Data** | **Meet 11/15**  Elementary: 3:30-5:00  Secondary: 9:00-10:30  Guided completion of Use Data section. | DUE BY *11/21*   * HLP LS eWorkbook: Use Datasection. * Draft a clear learning goal using the ACCOMPLISH frame. |
| **Module 10**  **11/22-11/28**  **Collaborate and Plan** | **Meet 11/22**  Elementary: 3:30-5:00  Secondary: 9:00-10:30  Review Lesson Study Team (LST) Meeting Protocol and conduct planning. | DUE BY 11/28   * HLP LS eWorkbook: Collaborate and Plan section. |
| **Module 10**  **11/29-12/5**  **Teach and Record** | \*No synchronous class this week. | DUE BY *12/5*   * Teach and record your lesson on video and upload to the LST Team viewing folder. * HLP LS eWorkbook: Complete Review and Reflect section. |
| **Module 11**  **12/06-12/11**  **Review and Reflect** | **Meet 12/06**  Elementary: 3:30-5:00  Secondary: 9:00-10:30  Review LST Meeting Protocol and conduct video analysis. | DUE BY *12/11*   * HLP LS eWorkbook: Complete “Review and Reflect” section. |
| **Module 12**  **12/14-12/18**  **Debrief the Lesson** | **Meet 12/4**  Elementary: 3:30-5:00  Secondary: 9:00-10:30  Debrief the lesson with LST members. | DUE BY *12/18*   * Course evaluations. * Final assignment submissions. |