Differentiating Instruction and Assessments – Competency 4, Grades K-12
Comp 2

Dates & Times: Online: This 60-hour online, asynchronous course, divided into 20 modules.

COURSE DESCRIPTION:

Participants will understand and apply knowledge of the socio-cultural, socio-political, and psychological variables that constitute differentiated reading instruction for all students through all content areas. Through an understanding of the stages of language progression and proficiencies within the English language for ELLs, participants will learn how to apply leveled instruction to increase language proficiency among students. The factors that impede student reading, characteristics of language and cognitive development, and overall language proficiencies will be effectively differentiated using age and grade appropriate methods. Participants will select and use developmentally appropriate tools, materials, and resources to address sociocultural and linguistic differences as they import to planning and instruction. Participants will embed increased use of complex print and digital text sources into assessments, scaffolding techniques, and re-teaching opportunities for individual and small group instruction. Differentiation will include scaffolding reading instruction for struggling learners in all six of the reading components, as well as for English language learners at various levels of language proficiencies. Participants will be taught how to apply student progress monitoring and use of data to design, plan, and implement a differentiated curriculum that includes research-based approaches for comprehension, oral language, phonological awareness, phonics, fluency, vocabulary, higher order thinking to further critical reading among students.

STUDENT LEARNING OUTCOMES:

Upon completion of this course, the student will be able to:
- Design and implement differentiated lessons with strategy reflective of an understanding and application of socio-cultural, socio-political, and psychological variables to differentiation.
- Apply design principles to grouping and classroom environment.
- Use online and print tools for differentiation such as learning profiles, interest surveys and tiered questioning.
- Use research-based strategy to differentiate for writing development and to reinforce text comprehension.
- Summarize allowable and appropriate instructional accommodations as specified in students' IEP or 504 Plans.
- Modify assessments for students with cognitive disabilities without interrupting rigor, high expectations, and opportunities for achievement as they reflect grade appropriate levels of access to general education.
- Design, re-design, scaffold, and acquire new strategy to develop lessons with using research-based, effective methods for differentiation in instruction and assessment of students.

- Use and scaffold with learning profiles, student-facing scaffolds, organizers, interest surveys, cognitive-friendly learning materials, tiered questioning prompts, and other student "hooks" for rigorous learning and assessment.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

Required Text:
- Fisher, D., & Frey, N. (2012). Close reading in elementary schools. The Reading Teacher, 66(3), pp. 179–188. Frey, N., & Fisher, D. (2013). Rigorous Reading: 5 Access Points for Comprehending Complex Texts. Thousand Oaks, CA: Corwin Press.
- Fisher, D., Frey, N. (2010). *Reading and the Brain: What Early Childhood Educators Need to Know*. Journal of Early Childhood Education 38:103–110
- Fisk, C., & Hurst, B. (2003). Paraphrasing for comprehension. Reading Teacher, 57(2), 182-185.
- Kirby, D., Kirby, D., & Liner, T. (2004). *Inside Out: Strategies for Teaching Writing*. (3rd ed.). Portsmouth, NH: Heinemann.
- Nessel, D., Graham, J. M. (2007). *Thinking Strategies for Student Achievement*. Thousand Oaks, CA: Corwin Press
- Paul, R., and Elder, L. February, 2008. Foundation For Critical Thinking, Online at website: www.criticalthinking.org
- Reutzel, R. (2015). *The Habits of Close Reading: Renewing our focus on the essential skills of comprehension*. Curriculum Associates.
- Rothstein, E., Rothstein, E. and Lauber, G. (2007). *Write for Mathematics*. Thousand Oaks: CA. Corwin Press.
- Vacca, R.T., & Vacca, J. L., (2013). *Content Area Reading: Literacy and Learning Across the Curriculum* (11th ed.). Boston, MA: Pearson Custom Publishing.

Recommended Text:
- Allington, R. (2015). *What Research Says About Text Complexity and Learning to Read*. International Literacy
- Association:http://onlinelibrary.wiley.com/doi/10.1002/trtr.1280/epdf
- Applegate, M. D., Applegate, A. J., & Modla, V. B. (2009). "She's my best reader; she just can't comprehend": Studying the relationship between fluency and comprehension. *The Reading Teacher, 62*(6), 512-521. Retrieved from http://search.proquest.com/docview/203276963?accountid=458
- Tomlinson, C. A. (2014). *The Differentiated Classroom: Responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Coleman, R., & Goldenberg, C. (2012). The common core challenge FOR ELLs. *Principal Leadership, 12*(6), 46-51. Retrieved fromhttp://search.proquest.com/docview/916791977?accountid=35812Downing, J., Brewer, R., Danielson, C. (2013). *The Framework for Teaching Evaluation Instrument*. Princeton, NJ: The Danielson Group.

COURSE REQUIREMENTS:

Students will have a designated number of weeks to complete each course**,** after which time they will be un-enrolled. If you need an extension, please email the instructor. Complete one module at a time. This 60-hour online, asynchronous course, divided into 20 modules. The system will auto-check the course components when the requirements have been met. Requirements include reading lectures, viewing video, and responding to discussion prompts or scenario prompts. Keep in mind that:

- Some course elements are optional such as grade-band video and resources, in which case you can toggle over the check box and self-check to keep a record of your progress.
- Certificates of Completion will be made available in the final module once all assignments are submitted, participation and hours requirements met.

In order to receive a Passing grade, the participant must complete the following course requirements:

- All discussion forums and/or scenario responses must include 1 original post to the question prompt and one to another student in the cohort.
- All video viewed. When there are several video divided by grade-band, select the appropriate and view.
- All books read in full, scrolling from beginning to end.
- All practice lessons and/or activities complete.
- All assignments complete (lessons or unit plans)
- Certificates will not be printable until all of the above conditions have been met.

Grade Scale:

Grading will be Pass/Fail: A minimum score of 80% will be required to pass.

CLASS SCHEDULE:

Module 1: Differentiation of Instruction
1. Participant introductions
2. Glossary of Reading and Assessment Terms
3. Language Acquisition and DI
4. Forum Discussion: Goals for this course

Module 2: The Stages of Language Acquisition
1. The Stages of Language Acquisition and Instructional Impact
2. Forum Discussion: The Stages of Language Acquisition
3. Video: Total Physical Response
4. Video: Scaffolding Literacy for ELLs
5. Video Discussion

Module 3: Theories of Language Acquisition and Differentiation
1. Reading: Factors That Impede Reading Development and How to Intervene
2. Forum Discussion: Language Theory
3. Scenario Response 1
4. Reading: Differentiating for Dyslexia
5. Reading: Effective Reading Instruction for Students with Dyslexia
6. Lesson Ideas and Apps

7. Quiz on Dyslexia

Module 4: Factors That Impede Reading Development and How to Intervene
1. Reading: The Needs of Struggling Readers and Intervention
2. Reading: Ells and Struggling Readers
3. Scenario Response 2
4. Forum Discussion: Compare and Contrast
5. Materials for Struggling Learners

Module 5: Reading and Higher Order Thinking: Multiple Intelligences
1. Reading: Integrating Learning Styles and Multiple Intelligences
2. Scenario Response 3

Module 6: The Reading-Writing Connection: Comprehension Conversations
1. Reading: Student Peer Coaching
2. Forum Discussion: Resource Sharing
3. Scenario Response 4

Module 7: Selecting Appropriate Materials That Differentiate for Reading and Linguistics
1. Reading: Selecting and Modifying Materials to Differentiate
2. Blog About and Share a Literacy Resource
3. Forum Discussion: Modification of Curriculum
4. Scenario Response No. 4

Module 8: Tiering and Scaffolding to Differentiate Instruction
1. Reading: Tiering and Scaffolding
2. Scenario Response 5
3. Video: Data Walls

Module 9: Differentiating With Common Reading Assessments
1. Reading: Best Assessment Practices, Reading and Questioning
2. Forum Discussion: Classroom Application

Module 10: Self-Assessment and Reflection
1. Non-graded reflection activity

Module 11: Formative Assessments That Differentiate for Reading
1. Reading: Coding a Running Record
2. Resources: Formative Assessment Materials for Reading
3. How to Take a Running Record
4. Video: Analyzing a Running Record
5. Video: Coding a Running Record
6. Video: Fountas & Pinnell Running Record
7. Video: Middle School Running Record
8. Forum Discussion: Video Discussion
9. Activity: Practice Taking a Running Record
10. Forum Discussion: Running Records
11. Resources: Formative Assessment Materials

Module 12: Rubrics and more
1. Reading: Rubrics, Reading Inventories and More
2. Forum Discussion: Rubrics, Inventories, Critical Reading Inventory

Module 13: Differentiating With Data
1. Reading: Differentiating With Data
2. Video: Data Carousels

3. Video Discussion
4. Scenario Response 6

Module 14: Research-Based Differentiation Practices
1. Reading: Research-based Differentiation Practices
2. Forum Discussion: Research-Based Practice
3. LEAD Strategy Guide

Module 15: Good Reads
1. "Why We Need to Teach Reading and Writing"
2. "Kids and Education: Sound It Out"
3. "Page by Page"
4. Forum Discussion: Pick a Reading and Discuss

Module 16: Exceptional Students and F.E.A.R.
1. Reading: Assessing Exceptional Children With (and without) F.E.A.R.
2. Forum Discussion: F.E.A.R.
3. Assignment 1
4. Scenario Response 7

Module 17: Critical Literacy
1. Reading: Differentiating for Critical Reading, Writing and Thinking
2. Resource: Critical Literacy Resources
3. Videos: Critical Literacy: What is it?
4. Video: How Do We Teach Critical Literacy?
5. Forum Discussion: Teaching Critical Literacy
6. Scenario Response 8

Module 18: Reading-Writing Connections That Differentiate: Six Analytical Writing Traits
1. Reading: Writing Across the Curriculum
2. Reading: The Six Analytical Writing Traits
3. Writing Resources
4. Six Traits Materials and Resources
5. Twin Text Lesson Example
6. Scenario Response 9
7. Assignment 2

Module 19: Differentiating for Students With Disabilities
1. Reading: Differentiating for Students With Disabilities
2. Forum Discussion: The Principles of Differentiated Best Practices
3. Scenario Response 10

Module 20: Final Quiz, Reflection and Culminating Project
1. Final Reflection
2. Final Quiz
3. Assignment 3: Final Project
4. Course Survey