

Rhode Island College
Department of Middle Level Education
Feinstein School of Education and Human Development
MLED 340: Differential Elements in Middle School Instruction

Spring 2010
Monday 4:00-6:50
Section: 01
Location: CL 205

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Course Description:

Pre-service teachers will focus on methods of purposefully selecting strategies to meet the needs of diverse learners and the relationship between assessments and planning for instruction in the differentiated classroom.

3 credit hours. Prerequisite: MLED 330. Offered fall, spring, summer.

Required Texts:

Tomlinson, C. A. & McTighe, J. ((2006), *Integrating Differentiated Instruction + Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development.

Relationship to Professional Program:

This course is a required practicum in the Middle Level endorsement program.

Relationship to Knowledge Base and School of Education and Human Development:

This course follows the department's PAR (Planning-Action-Reflection) acronym to encourage your development as a reflective teacher.

Relationship to Feinstein School of Education's Conceptual Framework:

MLED 340 provides learning opportunities that will help teachers achieve the following Rhode Island Beginning Teachers Standards (RIPTS):

Knowledge (RIPTS #1, 2)	Diversity (RIPTS #1, 3, 4)
Pedagogy (RIPTS #2, 3, 5, 6, 8)	Professionalism (RIPTS #1, 7, 10, 11)
Multiculturalism (RIPTS #1, 3, 4)	Technology (RIPTS #2, 8)
Performance Assessment (RIPTS #5, 9)	

Grading:

A = 94-100	B+ = 87-89	C+ = 77-79	D+ = 67-69
A- = 90-93	B = 84-86	C = 74-76	D = 65-66
	B- = 80-83	C- = 70-73	F = 64 and below

If you anticipate the need for an incomplete, you must see us by March 22nd.

Course Requirements

- **Quality of Preparation and Class Participation = 20 points**
 - **Shadow Study = 15 points**
 - **Mid-Term Exam = 15 points**
 - **DI Strategy Presentation = 10 points**
 - **DI Unit = 30 points**
 - **Final Performance Assessment = 10 points**
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Course Goals and Objectives:

The major goals of this course will be to develop an understanding of differentiation as it relates the planning and implementation of meaningful and appropriate instruction that can meet the needs of every learner in the classroom. At the end of the course students will have attained three of the middle level competencies.

Course Objectives	Topic/Activity	Assessment	Rhode Island Teacher Standards	RITS Indicator	Conceptual Framework
Students will work collaboratively with colleagues, parents, administrators.	<p>Presentation of DI Strategies</p> <p>Accountable Talk</p> <p>Read-Around-Group (RAG)</p> <p>Shadow Study</p>	<p>Participation Rubric</p> <p>Teacher observation</p> <p>DI Strategy Rubric</p> <p>Shadow Study</p>	Teachers foster collaborative relationships with colleagues and families to support student's learning.	7.2 7.3 7.4	Professionalism; Collaboration and Advocacy
Students will utilize organizational and grouping strategies to provide for the needs of the middle level student.	<p>The Responsive Teacher</p> <p>The 4th component of DI: <i>Environment</i></p> <p>Cooperative Literacy</p> <p>Stage 3 Planning</p> <p>Understanding by Design</p> <p>Accountable Talk</p> <p>Icebreakers/ energizers</p>	<p>DI Unit Rubric</p> <p>Assessment of Stage 3 (R-A-G)</p> <p>Accountable Talk</p> <p>Observation/ Individual conference</p>	Teachers create instructional opportunities to encourage students' development of critical thinking, problem solving, and performance skills.	5.4 5.5	Pedagogy: Theory of Practice of Teaching and Learning and Instructional Uses of Technology
Students will use a variety of instructional and assessment strategies which accommodate the diverse needs and strengths of all students and which are responsive to gender, language, and cultural differences.	<p>DI strategies</p> <p>Relationship between UbD and DI</p> <p>Planning for instruction</p> <p>Formative and Summative Assessment</p>	<p>DI Unit Rubric</p> <p>Assessment Stages 1 & 2 (R-A-G)</p> <p>Accountable Talk</p> <p>Observation/ Individual conference</p>	Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation.	6.2 6.3 6.4 6.5 6.6 6.7	Pedagogy: Assessment as an aid to Practice

Syllabus:

Date	Topic	Assignments
Mon 1/ 25	Course Introduction and Logistics Setting Norms Making a Case for Differentiation	
Mon. 2/1	Accountable Talk Creating the Environment Literacy Roles	
Mon. 2/8	Accountable Talk Responsive Teaching	Chapter 2
Mon. 2/15	Accountable Talk UbD/DI Unit Template Stage 1: Ensuring High Expectations - DI with content	Chapter 3
Mon. 2/22	Accountable Talk Stage 1 development GLE's and the creation of essential questions to guide learner outcomes Translating goals and objectives into discrete and open-ended essential questions	Chapter 4
Mon. 3/1	Accountable Talk Stage 1 development conference R-A-G	Chapter 7 Stage 1
Mon. 3/8	Mid-Term Exam	
Mon. 3/15	Spring Break	
Mon. 3/22	Accountable Talk Stage 2 Authentic vs. Inauthentic Tasks DI & Product Formative Assessment vs. Summative Self-reflection and its relationship to instruction and learning	Chapter 5
Mon.3/29	Accountable Talk Stage 2 Creating Authentic Assessments (GRASP Model) Developing criteria to align with what <i>every</i> student should know and be able to do	Chapter 6 Stage 2
Mon. 4/5	Accountable Talk Stage 2 conference R-A-G Model	Chapter 9 Shadow Study
Mon. 4/12	Accountable Talk Stage 3	Chapter 1
Mon. 4/19	Accountable Talk Stage 3	Chapter 8
Mon. 4/26	Accountable Talk Stage 3	Chapter 10 Stage 3
Mon. 5/3	Final Reflection	DI Units