



EDS 8845 Theory and Practice of Differentiated Instruction

College

College of Education

Section

KB18E

Term

2023SP

Class Time & Place

Thursdays 5:00-7:30 via Zoom (see schedule below)

Campus

Online

Course Description

This course focuses on the theories, principles, and practices, which lead candidates to an understanding of ways to create strong and relevant curriculum as well as ways to deliver instruction in flexible ways intended to meet the needs of all learners. Candidates will explore the principles of Differentiated Instruction (DI) and the application of these principles to the development of fully differentiated lessons.

Credits

3

Instructor

Dr. Elizabeth Anderson

Email Address

eanderson@piedmont.edu

Office

online

Phone

770-548-2864

Office Hours

Hours by appointment. I will be available by appointment and can be reached by phone or email. Additional Zoom meetings may also be scheduled when needed.

Textbooks and Class materials

Cash, R. M. (2017). Advancing differentiation: Thinking and learning for the 21st century. Minneapolis, MN: Free Spirit Publishing Inc.

Thousand, J. S., Villa, R. A., & Nevin, A. I. (2015). Differentiating Instruction: Planning for universal design and teaching for college and career readiness (2nd ed.). Thousand Oaks, CA: Corwin A SAGE Company.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, D. C.: American Psychological Association.

Student Learning Outcomes

Upon the completion of this course, students will be able to:

1. Identify core philosophy, principles, and best practices of differentiated instruction.
2. Analyze economic, developmental, and cultural factors that drive instructional delivery decisions.
3. Interpret assessment data to guide differentiated instruction that supports K-12 student learning.
4. Apply varied instructional strategies to support differentiated instruction (e.g., lesson content, processes, and/or products) based on the learning profiles of diverse students.
5. Design equitable environments that optimize learning for all students with consideration of UDL, emerging trends, and core principles of differentiated instruction.

Educational Technology Requirements

Online/Hybrid

Minimum technology requirements for online and hybrid courses may be found at the following

URL: <https://www.piedmont.edu/academics/technology-requirements/>.

Active, weekly participation is required as a minimum standard to register attendance in an online or hybrid course. Logging onto a course, in the absence of active participation, is not sufficient to register attendance.

Grading Scale

To promote fair and consistent assessments, the following grading guidelines will be applied on the total points:

A	100%	to	90%
B	less than 90%	to	80%
C	less than 80%	to	70%
D	less than 70%	to	60%
F	less than 60%	to	0

Grading System

Assignment	Due Date	Percent of Grade
Engagement, Discussions/Posts, and Class Participation	Weekly	45
Micro Literature Review <ul style="list-style-type: none"> Submitted in Canvas by 11:59PM on February 23, 2023 	February 23	15
Interactive Case Study and Field Experience <ul style="list-style-type: none"> Submitted in Canvas by 11:59PM on April 13, 2023 	April 13	35
Professional Learning Event Presentation <ul style="list-style-type: none"> Submitted in Canvas by 11:59PM on April 20, 2023 	April 20	5
TOTAL POSSIBLE		100

Attendance

Active, weekly participation is required as a minimum standard to register attendance in an online or hybrid course. Logging onto a course, in the absence of active participation, is not sufficient to register attendance. The student has to

complete at least one required discussion thread to be counted as in attendance. When posting to a discussion thread please take note of the following. "Note: The settings for this forum may require that you make your initial posting prior to viewing the posts of your classmates. However, this does not prevent you from editing your initial post thereafter. As plagiarism is not tolerated, please note that Canvas maintains a clear indication that discussion forum posts have been edited. Discussion forum settings, therefore, are not exculpatory when reviewing allegations of plagiarism or other forms of academic misconduct. "

If you become so sick that you are not able to log in at all during the week of the module, you should contact Dr. Anderson to discuss your situation.

Students are expected to attend scheduled synchronous classes via Zoom. If a student is unable to attend, they must contact Dr. Anderson.

Class Policies

Written Work

Use APA style (7th ed.). All papers for the course are to be typed using size 12 point in Times New Roman font. Papers should be double-spaced, error-free, and grammatically correct (including punctuation, spelling, capitalization, etc.). Each paper should have a cover sheet following APA requirements for the cover sheet. Quality is important! All work submitted should reflect your professionalism and graduate-level work. Your writings and reflections will be assessed according to the depth, breadth, clarity, and accuracy they convey.

Academic Integrity

By accepting admission to Piedmont College, each candidate makes a commitment to understand, support, and abide by the "Academic Integrity Policy" without compromise or exception (See the Piedmont College Catalog and the Student Handbook for details of the policy). This class will be conducted in strict observance of the policy. The College imposes strict penalties for academic dishonesty (cheating, fabrication, facilitating academic dishonesty, and plagiarism) as defined in the Catalog and Handbook.

All work submitted must be your original work created in and for this course. Cite and reference work properly using the current APA guidelines.

Make-up Policy

Every effort will be made to allow students to make up work without penalty provided that it is arranged in advance and/or it is caused by unforeseen circumstances that can be satisfactorily documented for the instructor. All other late work will be graded as time allows. Late work implies the the student had extended time to finish the assignment, and a higher standard, therefore, may be applied.

Course Outline/Schedule

Our class will meet via Zoom (invitation will be sent through Canvas and email) on January 12, January 26, February 9, February 23, March 9, March 23, April 6 and April 20.

The follow dates will be online class days January 19, February 2, February 16, March 2, March 16, March 30, and April 13.

Week	Module	Reading and Assignments
Week 1 January 12 @ 5:00 pm Zoom (Zoom link for all meetings is in Canvas)	Module 1 Introductions, Course Orientation, Student Responsibility Agreement The Basics	Reading: Cash, Ch. 1 / Thousand, Ch. 1 Module 1 discussion post

<p>Week 2</p> <p>January 19</p> <p>Online</p>	<p>Module 2</p> <p>Content, Process, Product</p>	<p>Reading: Cash, Ch. 3/ Thousand, Ch. 3</p> <p>Module 2: Content Process and Product Discussion</p> <p>Module 2: Content, Process, and Product Exit Slip Discussion</p> <p>Module 2: Content, Process, and Product Sorting Activities Discussion</p>
<p>Week 3</p> <p>January 26 @ 5:00 pm</p> <p>Zoom</p>	<p>Module 3</p> <p>Readiness</p>	<p>Reading: Cash, Ch. 2 / Thousand Ch. 5-6</p> <p>Module 3: Differentiating by Readiness Discussions</p> <p>Module 3: Planning to Support Readiness</p>
<p>Week 4</p> <p>February 2</p> <p>Online</p>	<p>Module 4</p> <p>Learning Profiles</p>	<p>Reading: Cash, Ch. 4/ Thousand, Ch. 4 &7</p> <p>Module 4: Chocolate Candy Discussion</p> <p>Module 4: Differentiating by Learner Discussion</p> <p>Module 4: Fruit and 16-Personality Discussion</p>
<p>Week 5</p> <p>February 9 @ 5:00 pm</p> <p>Zoom</p>	<p>Module 5</p> <p>Interest</p>	<p>Reading: Cash, Chapter 5 & 6</p> <p>Module 5: Differentiation by Interest Discussion</p>
<p>Week 6</p> <p>February 16</p> <p>Online</p>	<p>Module 6</p> <p>Thinking Styles and Triarchic Intelligence</p>	<p>Reading: Cash, Ch. 7/ Thousand, Ch. 8</p> <p>Module 6: Assignment 1</p> <p>Module 6: Assignment 2</p> <p>Module 6: Assignment 3</p> <p>Module 6: Thinking Styles and Triarchic Intelligence Discussion</p>
<p>Week 7</p> <p>February 23 @ 5:00 pm</p> <p>Zoom</p>	<p>Module 7</p> <p>The Equalizer</p>	<p>Reading: Cash, Ch. 8 / Thousand, Ch. 2</p> <p>Module 7: Equalizer Discussion</p> <p>Module 7: Creation Discussion</p> <p>Module 7: Digital tools Discussion</p>
<p>Week 8</p> <p>March 2</p> <p>Online</p>	<p>Module 8</p> <p>Tiering Instruction</p>	<p>Reading: Cash, Ch. 9/ Thousand, Ch. 9</p> <p>Module 8: Colored Tiered Activity</p> <p>Module 8: Tiering Instruction Discussions</p> <p>Module 8: Creations Discussion</p>

Week 9 March 9 @ 5:00 pm Zoom	Module 9 UDL, Exceptional Learners, ELL	Read: Thousand: <ul style="list-style-type: none">Elementary School Teachers read Ch 10Middle School Teachers read Ch 12High School Teachers read Ch 13For those not teaching in P-12 read the one that is in the grade band for your certification Module 9: UDL, Exceptional Learners & ELL Discussion Module 9: Mentoring Novices Discussion	
Week 10 March 16 Online	Module 10 Designing Equitable Environments	Module 10: UbD & Instructional Planning Discussion Module 10: Six Facets of Understanding Discussion Module 10: WHERETO Discussion Module 10: Factors to Consider Discussion	
Week 11 March 23 @ 5:00 pm Zoom	Module 11 Gifted Learners, Compacting & Rigor	Module 11: Instructional Planning Discussion	
Week 12 March 30 Online	Module 12 Task Rotations and Instructional Planning	Module 12: Task Rotations and Instructional Planning Discussion	
Week 13 April 6 @ 5:00 pm Zoom	Module 13 Instructional Delivery and Flexible Grouping	Reading: Thousand, Ch. 14 Module 13: Management and Flexible Grouping Discussion Module 13: Impact on your practices Discussion	
Week 14 April 13 Online	Module 14 Case Study Exploration	Module 14: Case Study Assignment	
Week 15 April 20 @ 5:00 pm Zoom	Module 15 Professional Learning	Module 15: Create a professional presentation explaining best practices in Differentiated Instruction applied to P-12 standards. Presentations will be uploaded.	
Assignment		Due Date	Percent of Grade
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Social Justice Statement

"All are welcome as we strive to learn together, regardless of ability status, affectional orientation, age, color, ethnicity, gender expression, gender identity, marital status, nationality, political ideology, race, religious beliefs, sex, sexual orientation, spiritual beliefs, socioeconomic status, or veteran status. It is important that professors and students all strive to maintain an environment (online and in-person) in which all individuals receive respect, acceptance, positive regard, and the opportunity to safely develop and exchange ideas. We must acknowledge diverse world views and celebrate our rich differences. As educators, our ability to respect, support, and celebrate our differences has a profound impact on our daily interactions with our students and our classrooms. To support a safe and welcoming environment in our classrooms, Piedmont University College of Education professors will seek to promote fairness, empowerment, and advocacy for each student."

Piedmont Policies

Non-Discrimination Policy: It is the policy of Piedmont University not to discriminate in its educational programs, activities, or employment on the basis of sex, gender identity, sexual orientation, physical or mental disability, pregnancy, race, age, religion, color, national or ethnic origin, veteran status, genetic information, or any other category protected by applicable federal, state, or local law.

Piedmont University adheres to the federal definition of a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement. For the purposes of this definition, an instructional hour equates to direct instruction of 750 minutes for each credit hour awarded. The standard expectation for direct instruction classes is that students will spend a minimum of two hours outside the classroom for each hour spent in class, which is, 1500 minutes per credit hour awarded. Courses that are offered on a schedule other than the full 15-week semester contain the same number of hours as if the course were scheduled for a full semester. No reduction in direct instruction time or work time outside of class is permitted for courses offered in accelerated terms.

The Learning Center exists to help our students reach their various academic goals. The Learning Center offers academic support in all areas, including accounting, foreign languages, math, science, writing, and more. All tutors have excelled in the subjects that they help support and tutors are trained in the art of tutoring. Tutoring sessions and athletes in the Study Hall are monitored to provide the individualized attention our students need to achieve their personal best. We offer support by appointment in Starfish and walk-in availability is provided on a first come first served basis. For more information, please contact Oliver Howington ohowington@piedmont.edu or call 706-778-8500, ext. 1176 or visit: <https://www.piedmont.edu/learning-center>.

Piedmont University strives to make learning experiences accessible to all participants and will provide reasonable accommodations for students with disabilities. If you experience difficulties, based on the impact of a disability or health condition, please contact the **Office of Accessibility, Resources, and Services (OARS)** to initiate a conversation with our Director of Compliance, Equity, and Inclusion, Courtney Snow, about your options. Please know that accommodations are not retroactive, so avoid any delays. Contact Courtney Snow. at csnow@piedmont.edu or 706-778-8500, ext. 1504, or visit Daniel 303 Suite D. To request accommodations (*academic, dietary, housing, or emotional support animals*) please click the link below and use your Piedmont email and password: https://piedmont-accommodate.symplicity.com/public_accommodation/. If you are already receiving accommodations and need to update your memo or information, please click the link below and use your Piedmont email and password: <https://piedmont-accommodate.symplicity.com/students>

Statement on Academic Integrity: Students must be familiar with the university academic integrity policy. Plagiarism and other violations of this policy will not be tolerated. Instructors must send any academic integrity concerns directly to the dean who is responsible for the discipline in which the course is taught. See catalog at <https://piedmont.smartcatalogiq.com/> for complete policy.

Directives on Completion of Student Work: Course activities designated as quizzes, tests and exams are always to be completed by a student individually and without assistance from other people or resources UNLESS permission for collaboration or the use of external resources is explicitly permitted by the course professor(s). Hence all quizzes, tests and exams are to be considered closed-book/closed-notes and closed-internet (e.g., Google searches). Artificial intelligence apps are also banned on quizzes, tests and exams unless explicitly permitted by the course professor(s).

Student Email Policy: All Piedmont University students are required to use their Piedmont Lions email account (see Catalog at <https://piedmont.smartcatalogiq.com/> for complete policy). Since the Lions account is an official communications channel of the university, students are responsible for all information distributed to them through their account. Students are expected to check it daily.

Withdrawal Policy: Within the first several days of a term, students may add and drop courses with the permission of their advisor. The ranges for drop/add vary depending on the term (Fall, Spring, or Summer) and duration of the class (8 week or 15 week). Students should check the academic calendar for specific information. After this time, students may withdraw from a class. Please refer to the university catalog at <https://piedmont.smartcatalogiq.com/> for the particulars regarding the withdrawal policy.

Excused Absence Policy: Student absences for university-sanctioned events are generally considered excused absences because they are supportive of the university program. However, there are exceptions to the policy as noted in the University catalog. When absences are excused, instructors must allow students to make up any work that has been missed. Students are responsible for notifying their instructors, in advance, about absences from class due to participation in university-sanctioned events. See full policy in the University catalog at <https://piedmont.smartcatalogiq.com/>.

Starfish®: We Care About Your Success! We have partnered with Starfish Retention Solution, creating a platform for communication and resources focused on supporting your efforts throughout your educational journey. During the semester you may receive emails or texts from Starfish® regarding your course grades or academic performance. Please pay attention to these communications and consider taking the recommended actions. They are sent to help you be successful. In addition, your instructor may: (1) request that you schedule an appointment by going to Starfish, or (2) recommend that you contact a specific campus resource, such as tutoring or counseling. You may also be contacted directly by one of these services. You can quickly connect to many resources using Starfish. We hope you will choose to use the tool to support your success. You may access Starfish at <https://piedmont.starfishsolutions.com/starfish-ops/support/login.html?tenantId=9379>.

Piedmont University Library is dedicated to the success of our on- and off-campus students. The Library's website (<https://library.piedmont.edu/home>) offers the fastest, simplest solution to finding the authoritative sources you need: journal citations and full-text articles, access to books and eBooks, study guides, encyclopedias, streaming video, and more. Overwhelmed? Need help navigating? No problem: speedy assistance is available via chat or email with the Ask a Librarian service.