COLLEGE *of* EDUCATION
PIEDMONT UNIVERSITY

Course Syllabus

2022-2023
Download PDF Version

EDS 8845 Theory and Practice of Differentiated Instruction

College

College of Education

Section

KBES2

Term

2022FA

Class Time & Place

Asynchronous - January 9 - May 4; optional synchronous Zoom session on January 9 at 5:30

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. Mandy Latimer

Email Address

alatimer@piedmont.edu

Office

Online

Phone

678-201-5592

Office Hours

I can be reached via phone or email, as needed. When emailing, please use the email above as opposed to emailing through Canvas.

I am available for appointments on Mondays from 4:30-5:30. Please email me to set up appointments as 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.

***You will likely be able to complete everything for the course using the resources provided in the modules; however, these books are wonderful resources for your professional library.

Resources (General for the course):

American Psychological Association. (2020). *Publication manual of the American*

   Psychological: The official guide to APA style. (7th ed.). Washington, D. C.: American Psychological

  Association.

UbD --You can find UbD units on all content areas at different grade bands. Some are good, and some just ok. I have used examples from here to illustrate key components of Ubd. Students have done scavenger hunts to find examples. Students have critiqued several content units.

https://digitalcommons.trinity.edu/educ_understandings/index.2.html

Here is the UbD "bible."

 https://jefeus.weebly.com/uploads/4/8/3/7/4837811/understanding_by_design_guide_to_creating_high_quality_units.pdf

UDL--I like this because you can see everything thing holistically but then click and explore the different components of UDL.

http://udlguidelines.cast.org/

UDL: The UDL Guidelines

The UDL Guidelines are a tool used in the implementation of Universal Design for Learning, a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. Learn more about the Universal Design for Learning framework from CAST. The UDL Guidelines can be used by educators, curriculum ...

udlguidelines.cast.org

Tiering----> This has many examples of tiered tasks at different grade bands and in various content areas. Music and art examples were lacking. I used this to talk about resources and how interest can be connected to by the resources we use. I used this in the tiering module. We revisit examples from here as we talk about key vocabulary and strategies in other modules.

https://www.doe.in.gov/highability/tiered-curriculum-project

Tiered Curriculum Project | IDOE - Indiana

Tiered Curriculum Project Posted: Wed, 09/28/2011 - 2:44 pm Updated: Wed, 03/18/2020 - 2:00 pm This project was completed by Cheryll Adams, Rebecca Pierce and Felicia Dixon, Ball State University.

www.doe.in.gov

http://2differentiate.pbworks.com/w/page/860120/Tiered%20Instructions

TN Curriculum--- I used this to have students see examples at each grade band. There are not many music, and art examples included.

K-2	access_differentiation_handbook_k-2	https://www.tn.gov/content/dam/tn/education/training/access_differentiation_handbook_k-2.pdf
3-5	access_differentiation_handbook_3-5	https://www.tn.gov/content/dam/tn/education/training/access_differentiation_handbook_3-5.pdf
6-12	access_differentiation_handbook_6-12	https://www.tn.gov/content/dam/tn/education/training/access_differentiation_handbook_6-12.pdf

Kentucky Curriculum--> Here are some more ideas broken down by Elementary and Secondary. In a course on "differentiated instruction," it is essential to model differentiation, so having examples from different grade bands and content areas helps with that goal. Course participants also like seeing concrete examples.

https://education.ky.gov/educational/diff/Pages/default.aspx

Differentiation - Kentucky Department of Education

Differentiation Central —This website defines differentiated instruction, provides samples of how differentiation looks in the classroom, and has a list of activities at all grade levels available to teachers.. Differentiation Daily —This website features differentiated activities created by teachers. There are numerous lessons for all subjects and ability levels.

education.ky.gov

Engagement Strategies---> I used this database of engagement strategies in several ways. One way is when we look at thinking styles, and I try to get course participants to think about the needs of different thinkers when implementing a strategy. Our discussion includes ways students might need to be supported through our communication, direction, and questioning, even though the entire class is doing the same activity.

http://images.pcmac.org/SiSFiles/Schools/AL/MobileCounty/RobbinsElementary/Uploads/DocumentsSubCategories/Documents/Instructional_Strategies_to_Increase_9

Creativity Instructional Methods---> Examine previous comments related to engagement. I also look at this in the Gifted module as we discuss enrichment, extension, and enhancement.

https://www.mycoted.com/Category:Creativity_Techniques

Updated by AHB 121420

 Completers of the EdS in Curriculum & Instruction will:

1.   Design complex learning environments in which to deliver curriculum that meets the needs of students related to their area of content specialization.

2.   Apply principles of assessment for the purpose of measuring student outcomes, instructional practices, and program outcomes.

3.   Apply relevant research to solve problems that improve student learning, classroom processes, and institutional practices related to their area of content specialization.

4.   Assume leadership roles beyond the classroom in the forms of professional development, mentorship, collaboration, and managing change.

5.   Demonstrate advanced knowledge of students as influenced by cognitive, physical, emotional, social, cultural, environmental, and economic factors.

6.   Demonstrate an advanced knowledge of content specialization through applications of curriculum, instruction, assessment, professional practice, and uses of technology.

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

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 Scale

90 - 100 points   A

80 - 89 points   B

70 - 79 points   C

60 - 69 points   D

Below 60 points F

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. "

Additional Attendance Requirements (if applicable):

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. Latimer ***to discuss your situation.***

Make-up Policy

All work for the course must be submitted on time or submitted on an agreed-upon future date (as approved by the instructor). The submission link for assignments closes after the due date; thus, you will need to email the professor to make arrangements for submitting the late assignment. Work sent late will lose 10 points per day past the due date unless prearranged by the professor and candidate. I will follow the Piedmont submission policy regarding when grades are to be submitted. No work will be allowed once grades are submitted to the registrar.

Course Outline/Schedule

Tentative Course Outline

*This is an asynchronous course. I will hold an optional synchronous Zoom session on Wednesday, August 17 at 5:00.

Join Zoom Meeting – 1/9 at 5:30 (optional)

Join Zoom Meeting
https://zoom.us/j/8130077695?pwd=NzVJeUxqcHRuMmU4dWdUc2xpQVRRUT09

Meeting ID: 813 007 7695
Passcode: 0zWRCf

Week	Module	Reading and Assignments
Week 1 January 9	Module 1 Introductions, Course Orientation, Student Responsibility Agreement The Basics	Reading: Cash, Ch. 1 / Thousand, Ch. 1 Module 1 discussion post (due 1/15/23)
Week 2 January 16	Module 2 Content, Process, Product	Reading: Cash, Ch. 3/ Thousand, Ch. 3 Module 2: Content Process and Product Discussion (due 1/22/23) Module 2: Content, Process, and Product Exit Slip Discussion (due 1/22/23) Module 2: Content, Process, and Product Sorting Activities Discussion (due 1/22/23)
Week 3 January 23	Module 3 Readiness	Reading: Cash, Ch. 2 / Thousand Ch. 5-6 Module 3: Differentiating by Readiness Discussions (due 1/29/23) Module 3: Planning to Support Readiness (due 1/29/23)
Week 4 January 30	Module 4 Learning Profiles	Reading: Cash, Ch. 4/ Thousand, Ch. 4 &7 Module 4: Chocolate Candy Discussion (due 2/5/23) Module 4: Differentiating by Learner Discussion (due 2/5/23) Module 4: Fruit and 16-Personality Discussion (due 2/5/23)
Week 5 February 6	Module 5 Interest	Reading: Cash, Chapter 5 & 6 Module 5: Differentiation by Interest Discussion (due 2/12/23)
Week 6 February 13	Module 6 Thinking Styles and Triarchic Intelligence	Reading: Cash, Ch. 7/ Thousand, Ch. 8 Module 6: Assignment 1 (due 2/19/23) Module 6: Assignment 2 (due 2/19/23) Module 6: Assignment 3 (due 2/19/23) Module 6: Thinking Styles and Triarchic Intelligence Discussion (due 2/19/23)
Week 7 February 20	Module 7 The Equalizer	Reading: Cash, Ch. 8 / Thousand, Ch. 2 Module 7: Equalizer Discussion (due 2/26/23) Module 7: Creation Discussion (due 2/26/23) Module 7: Digital tools Discussion (due 2/26/23)
Week 8 February 27	Module 8 Tiering Instruction	Reading: Cash, Ch. 9/ Thousand, Ch. 9 Module 8: Colored Tiered Activity (due 3/5/23) Module 8: Tiering Instruction Discussions (due 3/5/23) Module 8: Creations Discussion (due 3/5/23) Micro Literature Review (due 3/5/23)

Week 9 March 6	Module 9 UDL, Exceptional Learners, ELL	Read: Thousand: • <u>Elementary School Teachers</u> read Ch 10 • <u>Middle School Teachers</u> read Ch 12 • <u>High School Teachers</u> read Ch 13 • <u>For those not teaching in P-12</u> read the one that is in the grade band for your certification Module 9: UDL, Exceptional Learners & ELL Discussion (due 3/12/23) Module 9: Mentoring Novices Discussion (due 3/12/23)
Week 10 March 13	Module 10 Designing Equitable Environments	Module 10: UbD & Instructional Planning Discussion (due 3/19/23) Module 10: Six Facets of Understanding Discussion (due 3/19/23) Module 10: WHERETO Discussion (due 3/19/23) Module 10: Factors to Consider Discussion (due 3/19/23)
Week 11 March 20	Module 11 Gifted Learners, Compacting & Rigor	Module 11: Instructional Planning Discussion (due 3/26/23)
Week 12 March 27	Module 12 Task Rotations and Instructional Planning	Module 12: Task Rotations and Instructional Planning Discussion (due 4/2/23)
Week 13 April 10	Module 13 Instructional Delivery and Flexible Grouping	Reading: Thousand, Ch. 14 Module 13: Management and Flexible Grouping Discussion (due 4/16/23) Module 13: Impact on your practices Discussion (due 4/16/23)
Week 14 April 17	Module 14 Case Study Exploration	Module 14: Case Study Assignment (due 4/23/23)
Week 15 April 24	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. (due 4/30/23)

Assignment Schedule

Engagement, Discussion, & Practice:

During each module you will be engaging in discussions, creating products related to the topic of the module, sharing with peers, critiquing peer products, etc. All activities must be completed. These endeavors are evaluated by an engagement rubric. Discussion thread posts can be made via typing or uploading video talking responses. Please take note of the following aspect of posting in the discussion forum. "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."

Major Assignments:

March 5: Micro Literature Review

·   Your Micro Literature Review is due. [You must follow the procedures and protocols outlined in the assignment write up. Be sure to review work through the lens of the rubric before you submit it.]

Resources that might be useful to consult as you edit and format your work are listed below.

Academic Writer https://www.galileo.usg.edu/express?link=acaw-pie1
APA Style Guides https://apastyle.apa.org/instructional-aids/handouts-guides

Differentiated Instruction in Your Content Area

Micro-Literature Review

 In this class, we will read much about differentiated instruction from a general point of view. The purpose of this assignment is for you to learn more about what the research on differentiated instruction in your content area shows

us. For this assignment, you will identify two peer-reviewed scholarly articles and write a summary/synthesis of those articles. The articles you identify must describe an empirical research study (quantitative or qualitative). _**Thus, literature reviews, meta-analyses, and practitioner-oriented journal articles should not be selected and summarized for this assignment**_. You should choose articles that are relevant to your specific teaching field and differentiated instruction. The connecting theme of the two articles will inform your practice in differentiating instruction in your content field. Your micro-literature review should be 2 - 4 pages max.

Your article summary should include the following information:

1.   An introduction paragraph that provides background on the topic/theme of the two articles

2.   A description of how you identified the articles. Describe the process for how you identified the articles so clearly that I could follow your directions and locate the articles myself. Include this information:

·   What database did you use to conduct your search?

·   What search terms did you use?

·   What parameters/limitations did you use in your search (e.g., peer-reviewed, full text only, published in the last ten years, written in English)?

·   Explain why you selected the two particular articles for your review (quality? relevance?)

3**. A succinct summary of the two articles. For each article, include the following information:**

o **Who were the participants?**

o **What data were collected?**

o **What were the significant findings of the study?**

o **What big takeaways can be made from the study (i.e., did it answer any questions or provide implications for teaching?)?**

o **Each article summary should be an individual paragraph.**

4. **Provide a synthesis paragraph, or paragraphs, that describe(s):**

o **consistencies between the two articles**

o **inconsistencies**

o **big findings from the studies**

o **questions that you still have**

o **how you can integrate the results of this study into your daily practice**

5. **Complete the following table and include it in your paper. The information in each cell should be the bare minimum needed to convey the indicated information (i.e., don't write a paragraph when a single sentence will suffice). For cells that require numerous bits of information (e.g., participants info, major findings), provide a neat bulleted list. _Delete the information that is in parentheses below to make your table cleaner._**

Authors and Publication Year	Participants (number, age, gender, and any other relevant information)	Research Methods (what did the researchers do?)	Major Findings
(Article 1 info in this row)			
(Article 2 info in this row)			

Criteria

5.0 pts	3.0 pts	0.0 pts
Hitting the Target	**Approaching the Target**	**Not Focusing on the Target**
Both articles are from sources that meet the assignment criteria.	One article is from a source that meets the assignment criteria	No Micro-Literature Review is submitted. Or Neither article is from a source that meets the assignment criteria.

Conclusions

5.0 pts **Hitting the Target** The conclusions are clearly supported by the writer with relevant evidence.	3.0 pts **Approaching the Target** The submission contains conclusions that can be supported by the evidence presented.	2.0 pts **Pivoting Toward the Target** The submission contains some evidence of the conclusions, although the evidence might not fully support those conclusions.	0.0 pts **Not Focusing on the Target** No Micro-Literature Review is submitted. Or No conclusions are present.

Questions

15.0 pts **Hitting the Target** The submission fully and appropriately addresses all the questions in the assignment instructions.	9.0 pts **Approaching the Target** The submission addresses all the questions in the assignment instructions. However, a few may not have been addressed fully.	6.0 pts **Pivoting Toward the Target** The submission appropriately addresses very few of the questions in the assignment instruction.	0.0 pts **Not Focusing on the Target** No Micro-Literature Review is submitted. Or The submission does not answer the questions in the assignment instructions.

Insights

15.0 pts **Hitting the Target** The submission describes what the reviewer learned from the review of each article and how this might impact his or her practice.	9.0 pts **Approaching the Target** The submission describes what the reviewer learned from the review of each article but does not describe how this might impact his or her practice.	6.0 pts **Pivoting Toward the Target** The submission only describes what the reviewer learned from one article and how that might impact his or her practice.	0.0 pts **Not Focusing on the Target** No Micro-Literature Review is submitted. Or The submission does not describe what the reviewer learned from the review of each article.

Grammar/ Conventions

5.0 pts **Hitting the Target** The Micro-Literature Review contains no or minimal errors. The author has excellent use of punctuation, spelling skills, sentence and paragraph structure, word choice, etc.	3.0 pts **Approaching the Target** The Micro-Literature Review contains errors which appear sporadically. The author has good use of punctuation, spelling skills, sentence and paragraph structure, etc.	2.0 pts **Pivoting Toward the Target** The Micro-Literature Review is plagued with many errors. The author has very basic use of grammar and conventions. Some of the errors may influence the reader's comprehension. Or The author needed to have proofed his or her submission. The quality is not up to the standards of graduate work.	0.0 pts **Not Focusing on the Target** No Micro-Literature Review is submitted

April 23: Interactive Case Study and Field Experience (During the fall and spring the course participants are expected to implement some of their creations in their real P-12 practice.)

·   Your Interactive Case Study is due.

This assignment requires you to create an illustrative case study documenting your work and insights with applying the principles, processes, and concepts of differentiated instruction to your practice. This is an assignment in which you will be developing with the work you engage in this semester. In each module you will be exploring things relative to the case you are developing. Your work will culminate with you submitting the Case Study Write-Up. You will be expected to identify practices correctly and concepts related to differentiated instruction. Refer to the *Outline for the Case Study Write-Up* **for details about what you will submit. Be sure to review the rubric for this assignment to ensure you are meeting expectations. At various points in the class, you will be asked to submit examples of things you tried or plan to try. Sometimes we will discuss potential actions or past actions in our discussions. You will also be required to submit components for review. For example, you will complete the Learner Profile Card. That information can be used in creating the teacher component of the context. Another week, you are asked to submit a class profile. Any relevant item submitted prior to this final case study write-up can be used in this culminating assignment. Revisions to previously submitted components are allowed if warranted for its submission in the case study assignment.**

A minimum of 4 applications to practice examples must be included. This assignment also requires other components like the Teacher Profile and the Class Profile. Course Participants must address all the components of the Case Study Assignment writeup directions. Refer to the case study template located in Canvas and provided below. [Be sure to review your work through the lens of the rubric before you submit it.]

One Major Assignment for EDS 8845

This assignment addresses outcomes—1, 2, 3, 4, 5, and 6.

** *Outline for the Case Study Write-Up* **

Title:

Introduction: What does this case study demonstrate to the reader?

Context:

1.   Teacher Profile: In this section, you will provide information about you as the teacher. This profile includes relevant information about a) years of experience, b) insights from the EDSE 8845 profile data, c)learning preferences of the teacher, d) thinking styles of the teacher, e) personality type (from the 16 personalities exploration) and f) background with differentiated instruction before this semester. Other components could include—feelings and views on differentiated instruction and additional relevant information you feel the reviewer needs to understand you as the teacher.

2.   Class Profile: In this section, you will provide information about the learners for whom you are providing the differentiation: There will be many different resources presented to you. You will decide how to gather the data and compile it into the comprehensive profile for your group of learners. A detailed class profile should be completed using what we discuss and learn in our course.

3.   System Variables: In this section, discuss any relevant variables related to the system—school, county, content team, grade-level team, department, etc. that impact your teaching situation.

4.   SWOT Analysis: You will examine your context and write a summary articulating the strengths, weaknesses, threats, and opportunities as they relate to you providing differentiated instruction. This SWOT analysis can help you make decisions about what you might need to embrace from the course to help you meet the needs of all your learners.

5.   Goals: In this section, you should articulate your goals for what you wish to accomplish this semester in differentiated instruction.   Be sure to articulate why these goals are chosen. Your goals might help you determine what teacher actions to embrace in your explorations this semester.

6.   Discuss the student factors, research, principles of differentiated instruction, assessment data, and other considerations that affected your decision-making process relating to designing the learning environment, planning, and implementation of differentiated instruction best practices.

Teacher Explorations, Application, and Synthesis:

How did you apply the course content to your practice with the identified learners in the classroom profile mentioned earlier in this template? What were the challenges? What were the issues? What did you try? Why? What are the concrete examples of the application to your content? What were the results? What worked well? What didn't? What did you learn? What are the implications for future practices?

Conclusions:

What have you learned about yourself as a planner and implementer of differentiated instruction?

How has this assignment affected your understanding and skills related to TKES standard 4?

References:

	Hitting the Target **8 points**	**Approaching the Target** **6 points**	**Aiming at the Target** **4 points**	**Not Seeing the Target** **0 points**
Organization	The author placed details in a logical order in a manner that effectively keeps the interest of the reader.	The author placed details in a logical order.	There is little sense that the author organized the writing.	No Case Study is submitted
	Hitting the Target **30 points**	**Approaching the Target** **20 points**	**Aiming at the Target** **10 points**	**Not Seeing the Target** **0 points**

Relevant Details	The author provided relevant, telling, quality details to give the reviewer important information that goes beyond the obvious or predictable.	The author provided supporting details and information that are relevant. However, some important components may be missing.	The author provided very few supporting details and information that was relevant.	No Case Study is submitted
	Hitting the Target **8 points**	**Approaching the Target** **6 points**	**Aiming at the Target** **4 points**	**Not Seeing the Target** **0 points**
Precision of language	The author consistently uses precise language and differentiated instruction vocabulary words, concepts, and phrases to elaborate on ideas and thoughts.	The author sometimes uses differentiated instruction vocabulary words, concepts, and phrases in its explanations of ideas, thoughts, and summaries. However, there are some instances where key vocabulary words, concepts, or phrases are missing in writing.	The author uses vague language to describe thoughts and ideas. Or The author uses differentiated instruction vocabulary words, concepts, or phrases incorrectly in its explanations of ideas, thoughts, and summaries.	No Case Study is submitted
	Hitting the Target **30 points**	**Approaching the Target** **20 points**	**Aiming at the Target** **10 points**	**Not Seeing the Target** **0 points**
Analysis	There is an abundance of evidence of critical thought and analysis.	There is sufficient evidence of critical thought and analysis	There is no or very limited evidence of critical thought and analysis.	No Case Study is submitted
	Hitting the Target **8 points**	**Approaching the Target** **6 points**	**Aiming at the Target** **4 points**	**Not Seeing the Target** **0 points**
Grammar/Conventions	The author has excellent use of punctuation, spelling skills, sentence and paragraph structure, word choice, etc. The case study contains no or minimal errors.	The author has good use of punctuation, spelling skills, sentence and paragraph structure, etc. The case study contains some minimal errors which appear sporadically.	The author has very basic use of grammar and conventions. The submission is plagued with errors that influence reader comprehension. Or The author needed to have proofed his or her submission. The quality is not up to the standards of graduate work.	No Case Study is submitted.

<u>**April 30**</u> - Professional Learning Event Presentation

·   Professional Presentation

In module 14 you will be interviewing teachers, administrators and curriculum specialists about current issues and trends in differentiation. As a curriculum and instructional specialist, you should be able to use your knowledge about differentiated instruction, experiences with applying the course content this semester, and research skills to come up with ideas for addressing areas of concerns that emerged from your interviews of teachers, administrators, and county curriculum specialists regarding needs related to TKES standard 4. In module 15 you will make a presentation of your findings and responses. Specifically, your 10-15-minute presentation will address the following.

1.   What did you learn as a result of engaging in the case study where you applied the course content?

2.   What did you learn from interviewing teachers, administrators, and county curriculum specialists about the needs related to TKES standard

3.   How could you use your knowledge, experiences, and research skills to address the areas of need identified in the interviews.

4.   Think of this as presenting at conference for other educators.

Your presentation should be a video of you presenting. You must include the PowerPoint presentation that you are using to aide your presentation. Your presentation cannot be more than 15 minutes in length.

These tips on making presentations might be helpful as you create your presentation.

https://www.makeuseof.com/tag/10-tips-for-preparing-a-professional-presentation/

https://24slides.com/presentbetter/preparing-conference-presentation/

https://www.tropicalmba.com/presentation/

https://www.ethos3.com/2015/12/the-complete-guide-to-creating-a-captivating-professional-presentation/

https://www.inc.com/geoffrey-james/how-to-fix-your-presentations-21-tips.html

EDS 8845 Professional Presentation Rubric

	15.0 pts **Hitting the mark** The presentation had an exceptional amount of valuable and relevant information to address the problem.	12.0 pts **Approaching the Target** The presentation had a sufficient amount of relevant information to address the problem.	8.0 pts **Aiming at the target** The presentation had moments where useful information was presented, but as a whole sufficient contain to address the problem was lacking.	0.0 pts **Not aiming at the target** The presentation contained little to no beneficial material.
Relevant Content				
Visual Aids	10.0 pts **Hitting the mark** Appropriate visual aids are used; visual aids serve as a complement to the Presenter and the message to be delivered; The visual aids were designed effectively; Presenter uses a visual aid easily	8.0 pts **Approaching the Target** Appropriate visual aids are used; There are a few weaknesses in design; There are a few difficulties with the use of a visual aid.	4.0 pts **Aiming at the target** The choice of the visual aid is poor; There are weaknesses with the design; There are difficulties with the use of a visual aid.	0.0 pts **Not aiming at the target** Inappropriate choice of visual aid; design detracts from the Presenter's ability to deliver the message. There is an inability of the Presenter to use a visual aid.

	15.0 pts **Hitting the mark** The Presenter demonstrates expertise in skill and knowledge in differentiated instruction to address school or district needs. Able to skillfully apply best practices from the literature to address the problem.	12.0 pts **Approaching the Target** The Presenter demonstrates the ability to use skill and knowledge in differentiated instruction to address school or district needs. Able to apply best practices from the literature to address the problem.	8.0 pts **Aiming at the target** The Presenter struggles with demonstrating skill and knowledge in differentiated instruction to address school or district needs. It is not clear that the literature supports the practices used to address the problem.	0.0 pts **Not aiming at the target** The Presenter does not demonstrate skill or knowledge in differentiated instruction to address school or district needs. Or The Presenter is unable to apply best practices from the literature to address the problem.
Expertise in Differentiated Instruction				
Delivery	8.0 pts **Hitting the mark** The Presenter is fluent and poised. Uses Language comfortably and appropriately	6.0 pts **Approaching the Target** Some degree of nervousness apparent; minor problems with language usage; Presenter may speak too slowly or quickly, too loudly or softly;	4.0 pts **Aiming at the target** Presenter seems uncomfortable; several problems with language usage; Presenter speaking much too swiftly or slowly, too loudly or softly;	0.0 pts **Not aiming at the target** The Presenter is unable to deliver presentation coherently

Reading Schedule:

Module	Readings
Module 1 The Basics Course Outcomes 1 & 4	**Cash---Chapter 1** **Thousand –Chapter 1** **Other Readings--- as listed on the modules overview page each week.**
Module 2 Content, Process, & Product Differentiation Course Outcome 1	**Cash---Chapter 3** **Thousand –Chapter 3** **Other Readings---**as listed on the modules overview page each week.
Module 3 Differentiation by Readiness Course Outcomes 2, 3, 4, & 5	**Cash---Chapter 2** **Thousand –Chapters 5 & 6** **Other Readings---** as listed on the modules overview page each week.

Module 4 Differentiation by Learning Profiles Course Outcomes 2, 3, 4, 5, & 6	**Cash---Chapter 4** **Thousand –Chapter 4, 7** **Other Readings---**as listed on the modules overview page each week.
Module 5 Differentiation by Interest Course Outcomes 2, 3, 4, & 5	**Cash---Chapters 5 and 6** **Other Readings---**
Module 6 Thinking Styles & Triarchic Intelligence Course Outcomes 3, 5, & 6	**Cash---Chapter 7** **Thousand –Chapter 8** **Other Readings---** as listed on the modules overview page each week.
Module 7 The Equalizer Course Outcomes 2, 3, & 6	**Cash---Chapter 8** **Thousand –Chapter 2** **Other Readings---**
Module 8 Tiering Instruction Course Outcomes 2, 3, 4, 5, & 6	**Cash---Chapter 9** **Thousand –Chapter 9** **Other Readings---** as listed on the modules overview page each week.

	Thousand –Elementary School Teachers read Chapter 10
	Middle School Teachers read Chapter 12
	High School Teachers read Chapter 13
	For those not teaching in P-12 read the one that is in the grade band for your certification
	Other Readings as listed on the modules overview page each week.
	Review the ones below related to your content field and any of the other links that interest you.
	· Darrow, A. A. (2015). Differentiated instruction for students with disabilities: Using DI in the music classroom. *General Music Today, 28* 29-32.
Module 9 UDL Exceptional Learners, ELL,	· https://www.shmoop.com/teachers/curriculum/differentiation.html **Creating Curriculum: Differentiation**
	· https://www.sess.ie/sites/default/files/Resources/science/textbook.pdf **(Science Differentiation in Action)**
	· https://www.sess.ie/sites/default/files/Resources/Cirricular_Material/PP_Science.pdf **(Post Primary Science…Guidelines for Teachers of Student with MILD General Learning Disabilities (pages 9-13)**
Course Outcomes 2, 4, & 6	· https://www.sess.ie/sites/default/files/Resources/Cirricular_Material/P_Mild_SESEScience.pdf (**Primary Science…Guidelines for Teachers of Students with MILD General Learning Disabilities (pages 13-16)**
	· https://www.sess.ie/sites/default/files/Resources/Cirricular_Material/PP_Maths.pdf (**Mathematical Studies…Guidelines for Teachers of Student with MILD General Learning Disabilities (pages 15-19)**
	· https://www.sess.ie/sites/default/files/Resources/Cirricular_Material/P_Mild_Maths.pdf (**Primary Mathematics Guidelines for Teachers of Studer with MILD General Learning Disabilities pages 16-20)**
	· https://www.sess.ie/sites/default/files/Resources/Cirricular_Material/PP_Eng.pdf **Post Primary English Guidelines for Teachers of Students wit MILD General Learning Disabilities (pages 6-8)**
	· https://www.sess.ie/sites/default/files/Resources/Cirricular_Material/P_Mild_Comm.pdf **Primary Communication and Language Guidelines for Teachers of Students with MILD General Learning Disabilities (pages 22-38)**
	· https://www.sess.ie/sites/default/files/Resources/Cirricular_Material/PP_SPEEHist.pdf **Post Primary Social, Political and Environmental Educat History Guidelines for Teachers of Students with MILD General Learning Disabilities (pages 6-9)**
	· https://www.sess.ie/sites/default/files/Resources/Cirricular_Material/P_Mild_SESEHist.pdf **Primary Social, Political and Environmental Educatio History Guidelines for Teachers of Students with MILD General Learning Disabilities (pages 12-13)**
	· https://www.sess.ie/sites/default/files/Resources/Cirricular_Material/PP_Music.pdf **Post Primary Music Guidelines for Teachers of Students wit MILD General Learning Disabilities (pages 7-11)**
	· https://www.sess.ie/sites/default/files/Resources/Cirricular_Material/P_Mild_Music.pdf **Primary Music Guidelines for Teachers of Students with MILD General Learning Disabilities (pages 7-8)**
	· https://www.sess.ie/sites/default/files/Resources/Cirricular_Material/PP_Art.pdf **Post primary Art Craft Design Guidelines for Teachers of Students with MILD General Learning Disabilities (pages 7-11)**
	· https://www.sess.ie/sites/default/files/Resources/Cirricular_Material/P_Mild_Arts.pdf **primary Art Craft Design Guidelines for Teachers of Studer with MILD General Learning Disabilities (pages 21-26)**
Module 10 UbD & Instructional Planning	**Other Readings---** UBD White Paper http://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf
Course Outcomes 2, 3, 4, & 6	Differentiated Instruction, Understanding by Design and Universal Design for Learning: A stable planning approach http://etec.ctlt.ubc.ca/510wiki/Differentiated_Instruction,_Understanding_by_Design_and_Universal_Design_for_Learning:_A_stable_planning_appro
Module 11 Gifted Learners, Rigor, & Compacting	**Cash---Chapters 10 & 11** **Other Readings---** as listed on the modules overview page each week.
Course Outcomes 2, 3, 4, & 6	

Module 12 Task Rotations & Instructional Planning Course Outcomes 2, 4, & 6	**Thousand –Chapter 11**
Module 13 Management & Flexible Grouping Course Outcomes 2, 3, 4, 5, & 6	**Thousand –Chapter 14** **Other Readings---** as listed on the modules overview page each week.

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 **O**ffice of **A**ccessibility, **R**esources, and **S**ervices (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.