

Fitchburg State University

EDUCATOR Programs

Comprehensive Syllabus



PDMT 6691E, CRN #TBA

Current Research and Practice in

Differentiated Instruction, Standards Based Teaching & Social Emotional Learning

3 Graduate Credit hours

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COURSE DESCRIPTION:

The course is designed to provide teachers with the skills to increase the number of students who succeed in their classes by designing a learning environment that meets their diverse needs. The course is divided into the following parts.

- Part 1 of the course provides the participants with an understanding of the components of differentiated instruction (content, process, and product). It applies these concepts to a tiered system of supports including UDL and social-emotional learning. Participants learn about the varied needs of students and determine the best strategies to differentiate by learning style, English language proficiency, special needs, cultural influences, gender, effects of poverty, and brain development.
- Part 2 looks at the skills teachers need to manage a differentiated instruction classroom. Many teachers struggle with differentiated instruction because their management skills do not enable them to teach students to work effectively with partners and in groups. They continue to frequently teach using direct instruction to the entire class as the primary mode of instruction. Because the teacher is teaching the same concepts to all the students at the same time, there is little opportunity to differentiate for individuals and subgroups
- Part 3 of the course addresses effective assessment of student learning for differentiation. A teacher is not able to differentiate until he or she is able to pre-assess at the outset of the lesson and then formatively assess the level of mastery of each student during the lesson and at the conclusion of the lesson. It is only through effective assessment that a teacher is able to determine each student’s zone of proximal development and teach that student in the appropriate manner and at the appropriate level.

Participants learn to develop differentiated assessments that allow students to demonstrate their level of mastery in several ways. This part also includes the most current research and practice on effective classroom questioning techniques and the development of higher order thinking skills.

- Part 4 teaches the participants to effectively plan a differentiated instruction lesson that includes a tiered system of supports. It uses the concepts of understanding by design lesson planning that address the multiple needs of a diverse group of learners. Participants learn to plan differentiated activities that meet the needs of students at all levels of mastery (i.e. introductory, guided practice, immediate mastery, mastery, and application mastery).
- Part 5 teaches the participants to use the myriad of differentiated instruction strategies that are available to meet the needs of varied learners. It includes strategies for closing the achievement gap between Black, Hispanic, White and Asian students, between students from high and low socio-economic homes, general education and special education, native English speakers and English language learners, gifted students and strategies for building a sense of efficacy among all low performing learners.
- Part 6 looks at the brain and learning and theories of learnable intelligence. Participants are taught the most current research on the function of the learner's brain including development variations that may exist for students of poverty. They learn to use brain compatible learning strategies (e.g. developing the cognitive context for learning) to maximize student mastery. They also learn effective effort strategies for working with low motivation learners and students from poverty.

The course is designed to provide teachers with the instructional competencies proven to increase student achievement. For each topic identified in the objectives, the course developer has compiled a comprehensive review of the most recent literature.

Matriculation for Graduate Credit

If you plan on matriculating into a graduate program at Fitchburg State University, please be aware that twelve semester hours of Fitchburg State University credit taken within a year prior to the student's admission may be applied to the degree program with the approval of the program chairperson. Anything over 12 credits prior to matriculation will NOT be accepted towards the degree.

TEXTS:

- Deane, J., Ph.D., Ribas, W., Ph.D., Brady, D. Ph.D., Tamerat, J. Ph.D. Candidate, Greer, V. Ph.D. Billings, C. M.A.T.. (2017). *Instructional Practices That Maximize Student Achievement: For Teachers, By Teachers*. Westwood, MA: Ribas Publications.
- Ribas, W., handout packet, *Current Research and Practices in Instruction That Maximize Student Achievement*. The handout packet includes a variety of documents developed by Ribas Associates for training teachers
- Fitchburg State University Teacher Preparation Programs. (2012). *Conceptual framework*. Fitchburg, MA: Author. [Online] Available: <http://www.fitchburgstate.edu/offices/academic-offices/education-unit/conceptual-framework/>

LEARNING OUTCOMES/OBJECTIVES:

This course will address the dispositions of the Conceptual Framework in the following way(s):

Knowledge: As a result of the learning experiences in the course, you will become more cognizant of:

(Week 1) Introduction

After this section of the course, participants will be able to:

- describe all the materials needed for the course
- explain all the course expectations and projects as noted in the syllabus
- be completely set up on the courseware site (*online only*)
- have tested all aspects to the technology including audio Power Points, discussion boards, chats, and online video capabilities (*online only*)
- reported any issues with set up to their instructors (*online only*)

(Week 2)

The Philosophical and Research Foundations for Differentiated Instruction

After this section of the course, the participants will be able to:

- explain the research base that supports the positive impacts of differentiating instruction
- explain what it means to differentiate instruction by content, process and product
- explain the impact of differentiated instruction on student mastery and the stages of mastery
- explain the impact of differentiated instruction on the social-emotional development of students
- explain the varied needs of a diverse population of students (e.g. special education, E.L.L., students of color, students from poverty, gifted students, and an array of cultures).

Creating the Cognitive Context for Learning to Maximize Understanding and Retention for Varied Learning Styles

After this section of the course, the participants will be able to:

- use activators to show students how the content and the skills taught in lessons connect to their previous learning
- use agendas to tell students what they will do during lessons
- use lesson objectives to create contexts that lead to deeper understanding and longer retention of independent facts as they appear in lessons
- create increased motivation and retention by explaining to students why the knowledge and skills taught in lessons are relevant to them
- use summarizers to increase student mastery and retention of the knowledge and skills taught in lessons
- explain how these strategies can be employed in ways that increase the level of success of general education, special education, poverty, gifted and talented, and English language learners.

(Week 3)

Classroom Management for Effective Differentiation and Social Emotional Development.

*After this section of the course, the participants will be able to **implement the nine components of effective classroom management including:***

- develop and implement classroom rules and routines that maximize the level of respectful, on-task behavior
- develop and implement a system of rewards and consequences for reinforcing respectful, on-task behavior
- obtain students' attention at the start of lessons, after group and partner activities, after interruptions, and after student attention has deteriorated
- create student-teacher and student-student relationships
- use physical proximity and the physical design of the classroom to improve student behavior
- teach students to work with a high level of independence during partner and group work.
- explain how these strategies can be employed in ways that increase the level of success of general education, special education, poverty, gifted and talented, and English language learners.
- develop contingency plans for students who present profound behavior issues.
- align your classroom management plan with the five key areas of social-emotional learning

(Week 4)

Standards Based Planning and Teaching for Differentiated Instruction

After this section of the course, the participants will be able to:

- develop differentiated instruction lessons based on the Massachusetts Curriculum Frameworks for the participants particular grade level and content area
- write objectives for classes or units in language that describes what the students will know and be able to do after the teaching is finished
- write objectives for classes or units in language that enables them to readily assess whether or not the objectives have been mastered
- choose develop and/or choose formative and summative assessments that measure student mastery of the objectives
- choose activities that maximize student mastery of the objectives
- explain how these strategies can be employed in ways that increase the level of success of general education, special education, and English language learners.

(Week 5)

Questioning Skills and Checking Understanding for Regular Education, Special Education and ELL Students

After this section of the course, the participants will be able to:

- increase the number of general (including students from poverty), English language learners, and special education students who ask and answer questions in their classes
- raise the thinking level of the answers they get from students
- use questions and dipsticking to pre-assess and formatively assess student understanding
- use questions and dipsticking to inform their instruction
- explain how these strategies can be employed in ways that increase the level of success of general education (including students from poverty), special education, and English language learners.

(Weeks 6 and 7)

Assessment of Student Work for Effective Differentiating of the Instruction

After this section of the course, the participants will be able to:

- describe the various purposes for assessment
- define the similarities and differences between summative and formative assessments
- define the similarities and differences between product and performance assessments
- create unbiased teacher-made product and performance assessments that gauge levels of student mastery on the stated objectives, both formatively and summatively
- write rubrics and criteria sheets (a.k.a. scoring guides) that assess student products and performances on those concepts that are difficult to quantify for assessment

(Week 8)

Mid Course Application of Concepts

After this section of the course, the participants will be able to:

- Watch a lesson and identify the following differentiated instruction concepts taught in sessions 1 to 6 (cognitive context for learning, effective classroom groups, concepts from standards based teaching)
- Choose a lesson topic and write mastery objectives and formative and summative assessments for the topic

(Weeks 9 and 10)

Differentiated Instruction Strategies

After this section of the course, the participants will be able to:

respond to various special education needs and modify their teaching to better meet those needs

- implement strategies designed to address learning styles, the achievement gap (students of color, ELL students, students from poverty), and other diverse needs
- plan lessons that can flexibly provide re-teaching, practice and extension as needed
- manage differentiated activities in single lessons
- write objectives for classes or units in language that describes what the students will know and be able to do after the teaching is finished
- implement differentiated instruction activities that allow for students to move from concrete to abstract, simple to complex, few steps to multi-steps, small leaps to large leaps, more structured to more open, less independence to greater independence at their own rate
- explain how these strategies can be employed in ways that increase the level of success of general education, special education, and English language learners.

(Week 11)

Differentiating Instruction for Special Education Students and English Language Learners

After this section of the course, the participants will be able to:

- assess the language acquisition levels of their ELLs (preproduction, early production, speech emergence, intermediate fluency, and advanced fluency) and implement strategies for each level
- explain the stages of second language acquisition
- explain various special education profiles that are commonly found in regular education classrooms
- plan lessons with strategies that effectively differentiate the learning for those students with these special education profiles
- plans lessons with strategies that effectively differentiate the learning for second language learners

Communicating Effectively With Parents

After this section of the course, the participants will be able to:

- Develop a plan for effective communication with families that uses multiple communication modes
- Conference effectively with parents and guardians

(Week 12)

Theories and Practices of Intelligence, Growth Mindset, Social Emotional Learning, and Student Motivation That Contribute to Student Success

After this section of the course, the participants will be able to:

- explain the key aspects of the following theories of intelligence:
 - innate, single entity intelligence
 - learnable intelligence
 - multiple intelligences
 - attribution of intelligence
- describe instructional practices that support social emotional learning
- implement classroom strategies that move students toward the belief that success is due more to effort and acquired strategies than to innate ability and luck
- increase students' motivation by helping them to equate success with effort and to work to acquire effective strategies
- Increase student motivation by tapping into their personal interests and connections to the content
- explain how these strategies can be employed in ways that increase the level of success of general education, special education, English language learners and students from poverty

Skill: As a result of the learning experiences in the course, participants will become better able to implement the key components of a standards based classroom with differentiated instruction as described in the knowledge section above.

Caring: As a result of the learning experiences in the course, participants will become more competent in their ability to understand the varied learning needs of all students. This includes an understanding of learning styles, English language learners, varied cultures, students with special needs, and gifted students. With this understanding comes the ability to relate to and empathize with a wide range of students.

Ethical: As a result of the learning experiences in the course, participants will become more competent in your ability to understand the reasons why, unrelated to intellect, certain groups of students historically perform at lower levels on state and national assessment. More importantly they will understand their role in helping to eliminate these achievement gaps.

INSTRUCTIONAL STRATEGIES

<u>X</u>	Lecture	<u>X</u>	Data Collection and Analysis
<u>X</u>	Discussion/Questioning	—	Pre-Practicum
—	Laboratory	—	Role Playing/Simulation
<u>X</u>	Problem Finding/Solving	<u>X</u>	Independent Learning
<u>X</u>	Discovery	—	Field Trips
—	Interviewing	—	Computer Applications
<u>X</u>	Collaborative Learning Groups	<u>X</u>	Viewing or Listening to Followed by
<u>X</u>	Reflective Responses		Discussing
<u>X</u>	Creating Visual Illustrations of Concepts	—	Other_____

Graduate level work is expected, that is, work rooted in adequate theory and requires a high level of critical thinking analysis and synthesis of material.

Technology Initiatives:

Users of the Fitchburg State University computer systems are subject to all applicable federal, state, and international computer laws. Questions regarding regulations may be directed to the office of Information Technology Systems.

COURSE REQUIREMENTS:

As noted below you are required to complete all reading assignments and written assignments by the dates these are due. The learning that results from these assignments is an imperative for your appropriate participation in the subsequent classes. Assigned reading and assigned writing assignments are each assessed as noted below in the grading policy.

FIELD-BASED REQUIREMENTS:

All written assignments are based on the practical application of what is learned in this course with the students you teach. For example, the lesson plans you complete are used to teach your students. The standards based teaching and instruction strategies learned are used with your students and you actively reflect on the impact of those strategies with your students.

EVALUATION OR GRADING POLICY:

Attendance and Participation: 10%

Once one of the major assignments (see below) is submitted the instructor will correct the assignment. Any major assignment (except for the reading for understanding) below a grade of A will contain author comments indicating why the assignment did not fully meet the criteria. It is the policy of Ribas Associates to allow students to revise an assignment based on the instructor's comments and email the revised assignment to the instructor. If the resubmitted assignment contains all the components in the criteria the student's grade will be raised to an A.

Concrete evidence of Reading for Understanding (aka strategic reading): 20%

The assessment of all assigned readings is determined by completing the reading related assignments for the discussion forums and completing the reading components of assignments that are placed in the participant's assignment folder

➤ **Reading for Understanding, aka Strategic Reading, by William B. Ribas, Ph.D.**

Reading for understanding (aka strategic reading or content reading instruction) is the act of reading more than just the words. When candidates are asked to read for understanding, they are asked to absorb the information in the text. Teachers often ask candidates to demonstrate they have read for understanding by:

1. Students are also required to state in the notes why they believe those points are important.
2. Students are also asked to note on the discussion forum questions they have about the text itself or higher order questions prompted by the concepts and ideas conveyed in the text. Students may sometimes be asked to graphically organize concepts in a passage

Instructors assess strategic reading using one or a combination of two or more of the following:

1. The instructors give students comprehension and/or higher order thinking questions (see chapter 5 in your text *Instructional Practices That Maximize Student Achievement* for a description of higher order thinking questions) or specific tasks to complete related to the reading prior to the reading. Students must look for, note, and use in the chats, discussion forums, and uploaded assignments the information that helps answer those questions or complete the tasks.
2. The instructors ask students to answer comprehension questions on the discussion board after they have read to test student understanding.
3. Students are told that the teacher reserves the right to ask individual students questions about their notes to "test" their comprehension of the content that is noted. The teacher also has the expectation that the student understands any information for which there is not a question noted on the discussion board. Students who correctly answer the teachers question receive a check plus. Students unable to answer the question with supporting information from the reading receive a minus. Students with partial answers receive a check.

Strategies implementation and reflection journal assignment:

Each participant is expected to implement the differentiated instruction strategies learned in the course. Participants are required to keep a log to document the level of success when implementing the strategies. From time to time they are asked to try specific strategies and post the level of success implementing those strategies either on the discussion forum, upload the information on the assignment link. At the conclusion of the course the student will be required to provide at least four journal entries like the one shown below.

- Read the exemplar journal entry found below.
- Try at least four new strategies you learned from this course, the text, or another student in the course. The strategies you choose must be strategies you have never used prior to the start of this course.
- For each strategy write a self-reflection journal entry that includes the following:
- Name and briefly describe the strategy you chose. (1 to 3 sentences)
 - a. Explain why you chose the strategy for your class. The reason you chose the strategy could be to reach a specific student, a specific group of students or for specific reasons related to the entire class. (2 to 4 sentences)
 - b. Explain what worked and why it worked? **Or** Explain what did not work and why? (3 to 8 sentences)
 - c. Is there anything you would do differently the next time you use this strategy? If yes, please explain. (2 to 4 sentences)
 - d. Upload the four journal entries together to the “upload assignment folder.”

Exemplar of an entry from a seventh-grade social studies teacher’s self-reflection journal

- a. I used processing partners with the union generals as the partner terms.
- b. I chose this strategy so I could get students to effectively partner and process higher order thinking questions. I needed a strategy that would quickly and effectively get the students into partners to discuss a question and then quickly back into their own seats. I used causes of the Civil War because students tend to only remember slavery as a cause. I want them to remember more of the causes by the end of our Civil War unit.
- c. The first time I tried it was a mess. I had forgotten to tell the students to be certain that they put each other’s name next to the same terms. I noticed about half way through the time they were collecting names that several of the students had quickly written in seven names without checking to be certain their name was next to the same term on their partner’s sheet. I stopped the name gathering and had them return to their seats. I told them I had forgotten to give them a direction and collected the sheets. Fortunately, I had a set of new processing partner sheets for the afternoon class. I passed those out and repeated the directions with all the directions and had the students again get partners. It worked much better this time.
- d. Next time I will go over the directions orally and then have a student tell me back the directions in his/her own words. I will check to be certain I gave all the directions and that all the directions were understood.

Standards based lesson plan assignment: 25%

Students are expected to complete a lesson plan that is in the standards based format taught in this course. Students whose districts use another accepted standards based lesson plan format (aka Understanding by Design) are permitted to use the district format with the instructor's permission.

Mastery Lesson Plan Assignment Criteria

1. The lesson plan is headed with my name, the grade level for whom the lesson is planned, and the date.
2. The lesson plan addressed all questions and their subsections found in differentiated instruction lesson plan template on pages 252-255 of the book *Instructional Practices That Maximize Student Achievement: For Teachers, By Teachers* (2017).
3. The mastery objectives are written in the form described and shown on pages 10-11 and 45-46 in the book *Instructional Practices That Maximize Student Achievement: For Teachers, By Teachers* (2017). When necessary they include any additional mastery objectives needed for E.L.L. students.
4. The lesson plan includes a description of the standard addressed and the page number, standard number and/or standard letter designation from the appropriate standard. Please see the kindergarten, second grade, fifth grade, middle school and high school lesson plan exemplars in the Green Book pages 12-19
5. The assessment section contains both formative and summative assessments. The assessments cited are as described in chapter 4 of the book *Instructional Practices That Maximize Student Achievement: For Teachers, By Teachers* (2017) and will enable the teacher to determine each student's level of mastery.
6. The activities are described with sufficient specificity for a reader to understand each of the steps of the lesson. The lesson describes the tasks for students who are at the introductory, guided practice, immediate mastery, and immediate application mastery levels of mastery. Please see pages 2-3 in the book *Instructional Practices That Maximize Student Achievement: For Teachers, By Teachers* (2017) for the definitions of the levels of mastery.
7. Question five on page 10 of the text identifies a teacher, administrator, or other person who can assist the teacher in planning the lesson.
8. Also include the materials the teacher needs to teach the lesson including any classroom management and/or formative assessment materials.

Lesson Study Reflections: 25%

Each participant is required to teach the differentiated instruction lesson plan (see assignment above) he or she developed. After teaching the lesson the participants is expected to answer the following questions:

- a. What went well?
- b. Why did it go well?
- c. How can you transfer what you learned with this success to another area of your teaching?
- d. What did not go as well as you hoped?
- e. Why didn't it go well?
- f. What will you do differently the next time you teach this lesson?
- g. If you need help figuring out what to do differently next time whom can you go to in your district for this help?

Classroom Research Assignment Criteria

Students will be asked to construct a piece of action research in their classrooms related to their efforts to differentiate instruction (see chapters 10 and 11 in the text *Instructional Practices That Maximize Student Achievement* for more information on action research).

1. A research question that is worded so as to specifically note the classroom differentiation issue the project is designed to address.
2. A listing of the specific data that will be needed to study the classroom issue.
3. The explanation of the method(s) that will be used to gather the data noted in 2 above.
4. A step-by-step description of how the data will be analyzed. This should include any tables or charts needed to accurately represent the data.
5. Students will not be required to implement the action research as part of this course.

GRADUATE GRADING SYSTEM:

4.0	95 – 100	A
3.7	92 – 94	A-
3.5	89 – 91	A-/B+
3.3	86 - 88	B+
3.0	83 - 85	B
2.7	80 – 82	B-
2.5	77 – 79	B-/C+
2.3	74 – 76	C+
2.0	71 – 73	C
0.0	0 – 70	F
W	Withdrawn	
IN	Incomplete	
IP	In-Progress	