

Differentiated Instruction

EEND and MSED-613

Template 2015 Section TMPL 3 Credits 07/22/2015 to 07/22/2115 Modified 11/30/2022

MISSION STATEMENT

As a Catholic university rooted in the liberal arts, we are a welcoming community of learners challenged by Franciscan values and charism, engaged in a continuous pursuit of knowledge, faith, wisdom, and justice, and ever mindful of a tradition that emphasizes reverence for creation, compassion and peacemaking. We strive for academic excellence in all programs, preparing women and men to contribute to the world through service and leadership.

Description

Provides an opportunity for learners to explore strategies for differentiating instruction so that all P-12 students increase their learning. Learners will examine and apply methods that engage students in reaching common understandings through the use of different learning modalities, by appealing to different interests, and by using varied rates of instruction along with varied degrees of complexity.

Objectives

College of Education Mission

The mission of the College of Education is to prepare competent and caring educators who understand students, serve the community and develop professionally to become ethical decision-makers and leaders.

Understanding Students

The primary purpose of this course is to understand the diverse needs and abilities of students and to incorporate a differentiated framework for effective lesson planning and instruction.

Serving the Community

Candidates will support a diverse community of learners as they work to develop lessons for engagement and understanding. Candidates will advocate for students with various skills and aptitudes and share their ideas with a professional community of learners.

Finding Our Professional Selves

Candidates will examine their current practices and make informed research-based decisions. Candidates will engage in professional dialogue and discourse throughout the course.

Outcomes

Access to standards referenced in this section can be found [HERE](https://myusf.stfrancis.edu/portal/secure/content/8F295CCBB83C48C882D94A15B887B320)
(<https://myusf.stfrancis.edu/portal/secure/content/8F295CCBB83C48C882D94A15B887B320>)

By the conclusion of the course, each participant will be able to do the following:

1. Candidates will define and analyze effective instruction in terms of engagement and understanding. (InTASC 1, 2, 3, 4, 6, 8; CEC Standards 1.2, 2.1, 2.2, 3.1, 3.2, 3.3)
2. Candidates will develop activities that increase student engagement. (InTASC 7,8,11; CEC Standards 1.2, 3.1, 3.2, 3.3, 4.1, 4.3, 4.4, 5.1, 5.4, 5.5, 5.6, 5.7)
3. Candidates will compare and contrast differentiated and traditional instruction. (InTASC 1, 4, 8; CEC Standards 1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.3, 4.4, 5.1, 5.4, 5.5, 5.6, 5.7, 6.2, 7.1, 7.3)
4. Candidates will apply a framework in order to plan effective differentiated lessons and units. (InTASC 5, 7, 8; CEC Standards 3.1, 3.2, 3.3, 4.1, 4.3, 4.4, 5.1, 5.4, 5.5, 5.6, 5.7)
5. Candidates will examine fair practices and grading as related to differentiated instruction. (InTASC 5, 7, 11 [tech]; CEC Standards 1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 5.1, 5.4, 5.5, 5.6, 5.7)

Assignments

Discussion Posts & Responses: Candidates will respond to weekly discussion and reflection prompts.

- Course outcomes 1,2,3,4,5
- Standards: InTASC 1, 2, 3,4,5,6, 7,8,11[tech]; CEC Standards 1,1,2,2, 2.1, 2.2,3,1,3,2,3,3,4,1, 4.3, 4.4, 5.1, 5.4, 5.5, 5.6, 5.7,6.2, 7.1, 7.3

Differentiation Self-Assessment: Candidates will evaluate their current teaching practices in reference to differentiated instruction.

- Course outcomes 1,3
- Standards: InTASC 1,2,3,4,6,8; CEC Standards 1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.3, 4.4, 5.1, 5.4, 5.5, 5.6, 5.7, 6.2, 7.1, 7.3

Motivation Strategies: Candidates will implement engaging instructional strategies in lesson design.

- Course outcomes 1,2
- Standards: InTASC 1,2,3,4,6,7,8,11; CEC Standards 1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.3, 4.4, 5.1, 5.4, 5.5, 5.6, 5.7

Differentiated Lesson: Candidates will develop a differentiated lesson.

- Course outcomes 1,2,4
- Standards: InTASC 1,2,3,4,5,6,7,8,11; CEC Standards 1.2, 2.1,2,2,3,1, 3.2, 3.3, 4.1, 4.3, 4.4, 5.1, 5.4, 5.5, 5.6, 5.7

Maximizing Thinking: Candidates will utilize Bloom's Taxonomy, Depth of Knowledge, and other thinking frameworks to support differentiation within the learning and instruction continuum.

- Course outcomes 1,2
- Standards: InTASC 1,2,3,4,6,7,8,11; CEC Standards 1.2, 2.1,2,2,3,1, 3.2, 3.3, 4.1, 4.3, 4.4, 5.1, 5.4, 5.5, 5.6, 5.7

Universal Design for Learning: Candidates will determine how Universal Design for Learning can be used to guide instructional goals, methods and assessment, and assist in meeting individual student needs.

- Course outcomes 1,2,4
- Standards: InTASC 1,2,3,4,6,7,8,11; CEC Standards 1.2, 2.1,2,2,3,1, 3.2, 3.3, 4.1, 4.3, 4.4, 5.1, 5.4, 5.5, 5.6, 5.7

Using Technology to Differentiate: Candidates will utilize an educational technology tool to enhance and differentiate lesson materials or learning activities.

- Course outcomes 1, 2, 3, 5
- Standards: InTASC 1,2,3, 4, 5,7,6,8,11[tech]; CEC Standards 1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.3, 4.4, 5.1, 5.4, 5.5, 5.6, 5.7, 6.2, 7.1, 7.3

Differentiated Instruction Implementation Plan: Candidates will reflect on their teaching and understanding of differentiated instruction.

- Course outcomes 1,3,5
- Standards: InTASC 1,2,3, 4, 5,7,6,8,11[tech]; CEC Standards 1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.3, 4.4, 5.1, 5.4, 5.5, 5.6, 5.7, 6.2, 7.1, 7.3

Institutional Policies

Students should use the [MyUSF portal \(https://myusf.stfrancis.edu/portal/secure\)](https://myusf.stfrancis.edu/portal/secure) as the first resource for guidance and support on items such as student complaints, safety, security and transportation questions, contact information for various USF departments, student support services such as counseling and academic resources. Information on these resources can be found in the *For Students* section of the MyUSF portal.

- A complete listing of university policies and procedures can be found in the [University of St. Francis Catalog \(https://www.stfrancis.edu/academics/university-catalog/\)](https://www.stfrancis.edu/academics/university-catalog/) and Student Handbooks. Students are expected to follow all policies in the USF Catalog and Student Handbook, both of which can be found in the student portal.
- Students are expected to be familiar with and follow the various procedures and guidelines regarding USF's COVID-19 Response, including the USF Preparedness Plan and other materials incorporated in the Saints United resource hub (<https://www.stfrancis.edu/saints-united/>).
- Policies not covered in this document will be handled in accordance with the USF Catalog, Student Handbook, and Program Handbook as applicable.

Academic Integrity

Academic integrity requires that all academic work be wholly the product of an identified individual or individuals. Collaboration is only acceptable when it is explicitly acknowledged. Ethical conduct is the obligation of every member of the University community, and breaches of academic integrity constitute serious offenses. Since a lack of integrity hinders the student's academic development, it cannot be tolerated under any circumstances. Violations include but are not limited to: cheating, fabrication, facilitating academic dishonesty, plagiarism, and denying others access to information or material. See the [University of St. Francis Catalog \(https://www.stfrancis.edu/academics/university-catalog/\)](https://www.stfrancis.edu/academics/university-catalog/) for further clarification and information on grievance procedures.

Services and Accommodations for Students with Disabilities (ADA)

The University strives to be in compliance with the Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA). A student who requires special accommodations or arrangements due to a disability should contact the Office of Disability Services. This contact preferably should occur no later than the first week of classes. Early contact before the semester starts is encouraged to allow sufficient time to provide accommodations. Extra time is needed for some types of accommodations such as sign language interpreters or special text formatting. Should a need arrive after the start of a semester, the student is encouraged to contact the Office of Disability Services as soon as possible. Note that accommodations are not retroactive. Each case will be reviewed on an individual basis to determine reasonable and appropriate accommodations.

USF is committed to ensuring the full participation of all students in its programs, regardless of the course format. If you have a documented disability and need a reasonable accommodation to participate in a course, complete course requirements, or benefit from the University's programs or services, please contact the Office of Disability Services at [815-740-3631](tel:815-740-3631) or ODS@stfrancis.edu. The Office of Disability Services is in the Academic Resource Center (ARC) and is located on the second floor of the LaVerne and Dorothy Brown Library in room L214. Consultations are welcome, please contact the Office of Disability Services for an appointment.

Technology Support

If you are experiencing any difficulty using Canvas or need technical assistance, you have several options to receive support:

1. **24x7 Live Canvas Support.** Canvas has a 24 hour support by clicking on ? **Help** while in Canvas. You can **Chat with Canvas Support**, **Report a Problem**, or call the **Canvas Support Hotline**. If you experience technical difficulties or have a question about Canvas, you can receive support 24 hours a day seven (7) days a week through the Canvas help menu. From the help menu; select **Report a Problem** to send an email support request, select **Chat with Canvas Support (Student)** for a "live" text-based click-to-chat session, or to speak to someone directly use the toll-free number listed under the **Canvas Support Hotline (Student)**. **NOTE: Responses to Canvas' email based Report a Problem request system will go to your USF stfrancis.edu email account, NOT your personal email.**
2. **Online Self-Service Help Resources.** A student user guide and other resources for solving issues related to Canvas can be found at techsupport.stfrancis.edu
3. You can phone the Technology Support Center for personal help at (815) 768-8324 or (866) 337-1497 (toll-free) between 8:00 AM and 4:30 PM Central Standard Time, Monday through Friday or [fill out a Technology Support Center ticket \(https://techsupport.stfrancis.edu/help/\)](https://techsupport.stfrancis.edu/help/) and select **Canvas/Online courses** as the component.

For any technical support issues that are not related to Canvas, you can also contact the USF Technology Support Center (TSC). You can reach them via:

- Phone: 1-815-768-TECH (8324)
- Email: techsupport@stfrancis.edu
- Web: techsupport.stfrancis.edu
- Or visit them on the first floor of Marian Hall

Academic Support Services

The Academic Resource Center (ARC) located in Room L214 in the Library (815-740-5060) offers various types of academic services. Online and distance learning students can contact ARC for appropriate resources. ARC serves students who need tutoring in many areas of study including writing and math. Library services include a number of online services and full text databases. Call the Library at 815-740-5041 for additional information. If you need academic-related resources or assistance, please contact the Academic Resource Center.