Differentiating Instruction and Assessments – Competency 4, Grades K-12

Dates & Times: Online: This 60-hour online, asynchronous course, divided into 20 modules.

COURSE DESCRIPTION:

Participants will understand and apply knowledge of the socio-cultural, socio-political, and psychological variables that constitute differentiated reading instruction for all students through all content areas. Through an understanding of the stages of language progression and proficiencies within the English language for ELLs, participants will learn how to apply leveled instruction to increase language proficiency among students. The factors that impede student reading, characteristics of language and cognitive development, and overall language proficiencies will be effectively differentiated using age and grade appropriate methods. Participants will select and use developmentally appropriate tools, materials, and resources to address sociocultural and linguistic differences as they import to planning and instruction. Participants will embed increased use of complex print and digital text sources into assessments, scaffolding techniques, and re-teaching opportunities for individual and small group instruction. Differentiation will include scaffolding reading instruction for struggling learners in all six of the reading components, as well as for English language learners at various levels of language proficiencies. Participants will be taught how to apply student progress monitoring and use of data to design, plan, and implement a differentiated curriculum that includes research-based approaches for comprehension, oral language, phonological awareness, phonics, fluency, vocabulary, higher order thinking to further critical reading among students.

STUDENT LEARNING OUTCOMES:

Upon completion of this course, the student will be able to:
- Design and implement differentiated lessons with strategy reflective of an understanding and application of socio-cultural, socio-political, and psychological variables to differentiation.
- Apply design principles to grouping and classroom environment.
- Use online and print tools for differentiation such as learning profiles, interest surveys and tiered questioning.
- Use research-based strategy to differentiate for writing development and to reinforce text comprehension.
- Summarize allowable and appropriate instructional accommodations as specified in students' IEP or 504 Plans.
- Modify assessments for students with cognitive disabilities without interrupting rigor, high expectations, and opportunities for achievement as they reflect grade appropriate levels of access to general education.
- Design, re-design, scaffold, and acquire new strategy to develop lessons with using research-based, effective methods for differentiation in instruction and assessment of students.

- Use and scaffold with learning profiles, student-facing scaffolds, organizers, interest surveys, cognitive-friendly learning materials, tiered questioning prompts, and other student "hooks" for rigorous learning and assessment.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

Required Text:
- Fisher, D., & Frey, N. (2012). Close reading in elementary schools. The Reading Teacher, 66(3), pp. 179–188. Frey, N., & Fisher, D. (2013). Rigorous Reading: 5 Access Points for Comprehending Complex Texts. Thousand Oaks, CA: Corwin Press.
- Fisher, D., Frey, N. (2010). *Reading and the Brain: What Early Childhood Educators Need to Know*. Journal of Early Childhood Education 38:103–110
- Fisk, C., & Hurst, B. (2003). Paraphrasing for comprehension. Reading Teacher, 57(2), 182-185.
- Kirby, D., Kirby, D., & Liner, T. (2004). *Inside Out: Strategies for Teaching Writing*. (3rd ed.). Portsmouth, NH: Heinemann.
- Nessel, D., Graham, J. M. (2007). *Thinking Strategies for Student Achievement*. Thousand Oaks, CA: Corwin Press
- Paul, R., and Elder, L. February, 2008. Foundation For Critical Thinking, Online at website: www.criticalthinking.org
- Reutzel, R. (2015). *The Habits of Close Reading: Renewing our focus on the essential skills of comprehension*. Curriculum Associates.
- Rothstein, E., Rothstein, E. and Lauber, G. (2007). *Write for Mathematics*. Thousand Oaks: CA. Corwin Press.
- Vacca, R.T., & Vacca, J. L., (2013). *Content Area Reading: Literacy and Learning Across the Curriculum* (11th ed.). Boston, MA: Pearson Custom Publishing.

Recommended Text:
- Allington, R. (2015). *What Research Says About Text Complexity and Learning to Read*. International Literacy
- Association:http://onlinelibrary.wiley.com/doi/10.1002/trtr.1280/epdf
- Applegate, M. D., Applegate, A. J., & Modla, V. B. (2009). "She's my best reader; she just can't comprehend": Studying the relationship between fluency and comprehension. *The Reading Teacher, 62*(6), 512-521. Retrieved from http://search.proquest.com/docview/203276963?accountid=458
- Tomlinson, C. A. (2014). *The Differentiated Classroom: Responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Coleman, R., & Goldenberg, C. (2012). The common core challenge FOR ELLs. *Principal Leadership, 12*(6), 46-51. Retrieved fromhttp://search.proquest.com/docview/916791977?accountid=35812Downing, J., Brewer, R., Danielson, C. (2013). *The Framework for Teaching Evaluation Instrument*. Princeton, NJ: The Danielson Group.

COURSE REQUIREMENTS:

Students will have a designated number of weeks to complete each course**,** after which time they will be un-enrolled. If you need an extension, please email the instructor. Complete one module at a time. This 60-hour online, asynchronous course, divided into 20 modules. The system will auto-check the course components when the requirements have been met. Requirements include reading lectures, viewing video, and responding to discussion prompts or scenario prompts. Keep in mind that:
- Some course elements are optional such as grade-band video and resources, in which case you can toggle over the check box and self-check to keep a record of your progress.
- Certificates of Completion will be made available in the final module once all assignments are submitted, participation and hours requirements met.

In order to receive a Passing grade, the participant must complete the following course requirements:
- All discussion forums and/or scenario responses must include 1 original post to the question prompt and one to another student in the cohort.
- All video viewed. When there are several video divided by grade-band, select the appropriate and view.
- All books read in full, scrolling from beginning to end.
- All practice lessons and/or activities complete.
- All assignments complete (lessons or unit plans)
- Certificates will not be printable until all of the above conditions have been met.

Grade Scale:
 Grading will be Pass/Fail: A minimum score of 80% will be required to pass.

CLASS SCHEDULE:

Module 1: Ells: Linguistics, Cultural Background, and Comprehension
 1. Participant introductions
 2. Reading: Applied Linguistics, Language Acquisition, and Language Development: Theory and Practice
 3. Videos: Developing Literacy PK-2, Scaffolding for ELLs Grades 9-12
Module 2: History and Policy of Ell Instruction
 1. Reading: History and Policy of English Language Programs
Module 3: The Stages of Language Acquisition
 1. Reading: Theories of Language Acquisition and Differentiation for ELLs
 2. Scenario Response No. 1
Module 4: Intervention for Struggling ELLs
 1. Reading: Intervention for Struggling ELLs
 2. Scenario Response 2
Module 5: Assessment of ELLs: Formal and Informal Assessments
 1. Reading: Rubrics, Reading Inventories, and More

2. Videos: Formative Assessment: Collaborative Discussions Grades 2-4, Formative Assessment: Proportional Relationships, Grade 7, Formative Assessment: Understanding Congruence, Grades 9-12

Module 6: Cultural Bias in Language Assessments
1. Reading: Cultural Awareness and Bias in Assessments
2. Scenario Response No. 3

Module 7: Using Data to Drive ELL Planning and Instruction
1. Reading: Differentiating With Data
2. Videos: Data Carousels, K-12
3. Scenario Response No. 4

Module 8: Tiering and Scaffolding Reading, Writing, Speaking, Listening
1. Reading: Tiering and Scaffolding
2. Videos: Scaffolding Literacy for ELLs Grades 6-12, Drawing and Labeling Curious George With Adjectives Grades K-5, Writing About Curious George Grades PK-1

Module 9: Oral Language
1. Reading: Structured Discussions: Best Practices

Module 10: Reading, Listening, and Speaking: Phonological awareness
1. Reading: Phonological Awareness
2. Scenario Response No. 5
3. Videos: A Phonics Lesson With Chrysanthemum, K-12
4. Wiki Participation: Reading, Writing, Listening, Speaking Resource Sharing

Module 11: Reading and Writing for Diversity
1. Reading: Best Practices in Writing for ELLs
2. Resource Analysis: Critical Literacy Resources
3. Scenario Response No. 6

Module 12: Self-Check and Reflection
1. Quiz No. 1: 10 questions - m/c and t/f
2. Self-Assessment: 10 reflective questions

Module 13: Planning Standards-Based Writing Instruction
1. Reading: Migration to a Standard-Based Curriculum
2. Videos: Co-teaching for ESOL Instruction K-12

Module 14: Differentiated Reading Approaches for ELLs: Building Reading Fluency
1. Reading: Building Reading Fluency of ELLs
2. Scenario Response No. 7

Module 15: Social and Academic Language
1. Reading: Social and Academic Language: Vocabulary and Reading
2. Scenario Response No. 8
3. Videos: Holding Academic Discussions Grades K-5, Structured Learning With Essential Questions, Grades 6-12

Module 16: Assignment 1: Planning for Implementation
1. Assignment 1: ESOL planning

Module 17: Reading, Writing, Listening, Speaking Through Collaboration
1. Reading: Grouping to Differentiate With ELLs in Mind
2. Scenario Response No. 9
3. Videos: Guiding Differentiated Groups Grades 6-8, Using Expertise to Group for All Grades