**SNE-424 DIFFERENTIATED TEACHING IN REGULAR CLASSROOM**

**Course Description**

This course will give an introduction to the philosophy of differentiated classroom and examine ways to effectively use differentiating instruction and assessment to address the complex challenges of meeting the diverse learning needs of all students. The course provides helpful, well-tested techniques for creation of a stimulating, effective classroom for all students.  Specific challenges and processes for managing a differentiated instructional setting with accommodations for alternative teaching, learning and assessment will be discussed and researched. Research-based instructional methods for creating differentiated instruction, focusing on how to efficiently meet the varied needs of the growing diversity in today's classrooms including students with special needs, and students with a variety of learning styles and interests.

**Course Objectives**

Upon completion of this course, students will:

1. Evaluate classroom scenarios and design activities and lesson plans using strategies appropriate for content, multiple intelligences, and learning styles of diverse learners.
2. Articulate techniques for differentiating content, process, and product based on student readiness, interest, and learning profile.
3. Implement key instructional strategies and explore effective classroom management.
4. Evaluate the role of ongoing assessment in successful differentiation.
5. Synthesize the relationship between daily assessment and improved student learning and examine how lessons can be modified based on assessment information.
6. Analyze personal classroom practices and viewpoints regarding differentiation.
7. Understand the rationale and essential principles of differentiation and  utilize strategies that help insure student access to the curriculum.

**Course Contents**

**1. Understanding Differentiated Instruction**

* + Introduction
  + What is differentiated instruction?
  + The goals of differentiated instruction
  + What do we differentiate?
  + Six essential principles of differentiation

**2. The role of teacher in differentiated classroom**

* + The teacher as a facilitator and collaborator
  + Qualities of a supportive classroom environment for differentiation
  + The flexible learning environment
  + Managing Differentiation
  + The importance of knowing your students

(a) Academic history

(b) Student Learning Profile

(c) Student interest

(d) Interest Inventory

(e) Understanding multiple intelligences

(f) Multiple Intelligence Checklists

* Curriculum Compacting and Curriculum Mapping

**3. The Challenge and Variety of Differentiated Instruction**

* Understanding Bloom's Taxonomy
* Using Bloom's Taxonomy to differentiate instruction
* Identifying Gardner's eight ways of thinking and learning
* Integrating Bloom's and Gardner's multiple intelligences
* Developing an Integration Matrix

**4. Differentiation for Special Populations**

* + Differentiating Instruction for special needs students
  + Guidelines to create a differentiated profile for special needs students
  + Differentiated strategies for special needs students

**Suggested Readings**

Tomlinson, Carol Ann, and Edison, Caroline Cunningham. Differentiation in Practice: A Resource Guide for Differentiating Curriculum, Grades K-5 (2003). ASCD Publications.   
  
Tomlinson, Carol Ann, and Edison, Caroline Cunningham. Differentiation in Practice: A Resource Guide for Differentiating Curriculum, Grades 5-9 (2003). ASCD Publications.   
  
Tomlinson, Carol Ann, and Edison, Caroline Cunningham. Differentiation in Practice: A Resource Guide for Differentiating Curriculum, Grades 9-12 (2003). ASCD Publications.

Tomlinson, C. A. (2001) [How to Differentiate Instruction in Mixed-Ability Classrooms](http://www.amazon.com/gp/product/0871205122/qid=1135564446/sr=1-1/ref=sr_1_1/002-8331145-8260864?s=books&v=glance&n=283155). Alexandria, VA: Association for Supervision & Curriculum Development.