

Differentiating Instruction for Diverse Learners EDU 5292

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Platform -Canvas

The course will prepare teacher candidates to tailor their instruction to the individual needs of their diverse populations, which include PK-12 gifted students and twice exceptional students. They will learn how to adapt their content-area instruction to advance the learning of their diverse students but also differentiate their teaching according to content, process, product to benefit all students. The goal is for teacher candidates to understand and apply different methodologies, strategies, and techniques to support the learning of every child in the classroom. Models of co teaching and collaboration with support staff will be addressed. Effective technology and assessment tools will be presented.

Required Texts:

Davis, G.A. Rimm, S.B., & Siegle, D. (2018). *Education of the Gifted & Talented* (7th ed.). Boston, MA: Pearson/ Allyn & Bacon/Merrill. ISBN-13:9780134575773.

By the end of this course, students should be able to:

1. Identify giftedness across cultural, linguistic, and socioeconomic communities
2. Identify twice exceptional gifted students
3. Apply brain research to instructional practice that addresses the diverse needs of the gifted children
4. Develop an understanding and apply co-teaching models and other collaborative approaches to address differences in learning
5. Develop an understanding and apply different methodologies, strategies, and techniques to support the learning of every child in the classroom
6. Design and apply differentiated instruction
7. Design and apply effective, developmentally appropriate assessment tools in the classroom

Format:

As an asynchronous learning experience, this course is designed to be self-paced. The

instructor will be available to assist students as needed during the course. The instructor will respond to emails and messages by email, phone, or video conference depending on the students' preference and the nature of the question.

EVERYTHING YOU NEED FOR THIS COURSE WILL BE FOUND IN CANVAS. PLEASE USE THIS SYLLABUS AS A GENERAL COURSE OUTLINE. YOU MUST GO THROUGH THE MODULES IN CANVAS TO FIND ALL OF YOUR WORK.

Schedule of Assignments

-There are discussion/participation questions each day.

-Along with the discussion questions, there is a larger assignment embedded in each module. They are due by the end of the last day of the course. You can turn them in throughout the course, but assignments are due by 11:59 PM at the end of the course. If you have any issues-DO NOT HESITATE TO CONTACT ME.

Module One

Topic-The wide range of gifted children

Outcomes-Identify giftedness across cultural, linguistic, and socioeconomic communities

1. Watch the 2 Videos on Canvas and discuss ideas that you would implement in your classroom. (2 paragraphs)

2. Cubing/Anchoring Video

<https://www.youtube.com/watch?v=5MxwQ7vDrJA&feature=youtu.be>

Give professional feedback about the video.

4. Watch the Twice Exceptional video on Canvas. What was meaningful to you in this video?

- Please use direct references from the readings and videos in your responses.

5.Case Study (25 points) Read a case study about a Twice Exceptional child. Write a profile of the student and make recommendations for research-based differentiation in the classroom. Include a rationale. (1-2 pages)

Refer to Chapter 15 in the textbook!

<https://www.davidsongifted.org/search-database/entry/a10655> Use one of the children in this article.

See RUBRIC.

All assignments for Module 1 are due by 11:59 pm at the of the course.

Module Two

Topic-Methods of differentiation

Outcomes- Apply brain research to instructional practice that addresses the diverse needs of the gifted children

[The Schoolwide Enrichment Model Executive Summary | Renzulli Center for Creativity, Gifted Education, and Talent Development](#)

- 1.Read the article and give your professional feedback about Rosa.(2 paragraphs)
- 2.Read chapter 10 and discuss how you promote critical thinking in your classroom.(2 paragraphs)

- Please use direct references from the readings and videos in your responses.

3.CST PREP

Below are 5 practice CST questions. **This work is valued at 7.5 points.** Answer the CST questions below by 11:59 at the end of the course. You will find the textbook to be helpful in finding the answers. Please directly reference the textbook to justify your answers for the questions. You will need to explain your answers, **NOT** just give a short answer to the multiple choice questions.

1.What type of assessment is often used to identify gifted students in leadership, creativity, or artistic areas?

1. Both qualitative and quantitative
2. Quantitative
3. Formal and informal
4. Qualitative

2.The steps to curriculum compacting includes understanding learning objectives, identifying students who can master objectives most quickly, pretesting, streamlining instructional periods for students who understand objectives, and:

1. Recommending students be advanced a grade
2. Recommending acceleration opportunities
- 3.Reviewing assessments
- 4.Passing these students on to a Gifted and Talented teacher

3.When creating a Total Talent Portfolio, who is primarily responsible for deciding what to include, maintaining the portfolio, and establishing goals?

1. The student and the teacher working as partners
2. The student is primarily responsible
- 3.The teacher in the primary position, supported by the student
- 4.The student in the primary position, with the teacher to review and approve

4.“Gifted” students are federally defined as:

1. Those that score above 130 on a WISC test
2. There is no decisive federal definition; each state determines its own definition
3. Those who exhibit extraordinary abilities in the areas of the arts, mathematics, science, e. business, or leadership
- 4.Those who are academically 2 classes or more above peers

5.SAGES stands for:

1. Screening Assessment for Gifted Elementary Students, and describes a standardized assessment
2. Sagamore Adams Gates Educational Standards, and describes gifted standards for grades 1-3
3. Screening Assessment for Gifted Elementary Students, and describes an informal assessment
4. Standard Assessment Games for English Students, and describes informal assessments based on cooperative games

All assignments for Module 2 are due by 11:59 at the end of the course.

Module Three

Topic-Promotion of Higher Level thinking in the classroom

Outcomes- Apply brain research to instructional practice that addresses the diverse needs of the gifted children.

-Design and apply differentiated instruction.

1. Inquiry Based Questioning Video

<https://www.youtube.com/watch?v=OdYev6MXTOA&feature=youtu.be>

Problem Solving

<https://www.youtube.com/watch?v=kfBa2AdjRB4&feature=youtu.be>

Watch these two videos and discuss how you would apply CPS in your classroom.

2. Movie Review (25 points)

Watch the movie *Good Will Hunting*. Describe Matt Damon's character using the description of a Gifted Underachiever. Refer to the family and social etiology. (1 page)

See rubric.

3. Make a Flipgrid video about how you would use SCAMPER as an activity.

Please use direct references from the reading and the videos about SCAMPER that you will find in Modules. (7.5 points)

All assignments for Module 3 are due by 11:59 pm at the end of the course.

Module Four

Topic-Dimensions of Differentiation

Outcome- Develop an understanding and apply different methodologies, strategies, and techniques to support the learning of every child in the classroom

1. Watch the video below and give your feedback about what you would like to try in your classroom.

<https://www.youtube.com/watch?v=QVi-OoGFOIs&feature=youtu.be>

- Please use direct references from the readings and videos in your responses.

2. Read chapter 6 in the text. Discuss Pros/cons of pull-out and homogeneous grouping of gifted children.

3. Digital Portfolio (25 points)

Prepare a unit that includes 4 lessons that provide differentiation for diverse learners. The main objective of this assignment is for you to tier your lessons for at least three different learning levels. Make sure you incorporate technology. **References to theory and research are required. This assignment is due by 11:59 pm at the end of the course. SEE RUBRIC.**

All assignments for Module 4 are due by 11:59 PM at the end of the course.

RUBRIC for Digital Portfolio (25 points)

Prepare a unit that includes 4 lessons that provide differentiation for diverse learners. Specify the differentiation provided, the rationale for the selection, the benefits for individual learners, and the anticipated student response and outcomes. Make sure you incorporate technology. **References to theory and research are required.**

	Exemplary 5pts	Developing 3 pts	Beginning 0 pts	
Lesson 1	Exceptional use of best practices, exceptional use of tiering lessons, exceptional use of independent work for students in lesson. Use of technology was applied in the lesson.	Emerging use of best practices, tiering lessons, and independent work for students in lessons.	Little evidence of best practices, tiering lessons, and independent work for students in lessons.	
Lesson 2	Exceptional use of best practices, exceptional use of tiering lessons,	Emerging use of best practices, tiering lessons, and independent work	Little evidence of best practices, tiering lessons, and independent work	

	exceptional use of independent work for students in lesson. Use of technology was applied in the lesson.	for students in lessons. Minimal use of technology.	for students in lessons. Technology wasn't used in the lesson.	
Lesson 3	Exceptional use of best practices, exceptional use of tiering lessons, exceptional use of independent work for students in lesson. Use of technology was applied in the lesson.	Emerging use of best practices, tiering lessons, and independent work for students in lessons. Minimal use of technology.	Little evidence of best practices, tiering lessons, and independent work for students in lessons. Technology was not used in the lesson.	
Lesson 4	Exceptional use of best practices, exceptional use of tiering lessons, exceptional use of technology was applied in the lesson. of independent work for students in lesson	Emerging use of best practices, tiering lessons, and independent work for students in lessons. Minimal use of technology.	Little evidence of best practices, tiering lessons, and independent work for students in lessons. Technology wasn't used in the lesson.	
Reference to research and theory	Reference to theory and research about the differentiation was applied.	Vague reference to theory and research about the differentiation was applied.	No reference to theory and research about the differentiation was applied.	

Rubric for Case Study (25 points)

Criteria	Exemplary (8.5 points)	Emerging (6 points)	Beginning (0 points)
Summary of the case	Demonstrates an in-depth understanding of the case.	Demonstrates an emerging understanding of the case.	Demonstrates little or no understanding of the case.
Profile of students strengths and weaknesses	Demonstrates an in-depth understanding of the students strengths and weaknesses.	Demonstrates an emerging understanding of the students strengths and weaknesses.	Demonstrates no understanding of the students strengths and weaknesses.
Recommendation for at least 3 research based	Provides a minimum of 3 research based	Provides less than minimum of 3 research based	Provides no research based techniques with a

differentiation techniques	techniques with a rationale.	techniques with a rationale.	rationale.

Rubric for Movie assignment

Criteria	Exemplary 12.5 points	Emerging 8 points	Beginning 0 points
Description of Matt Damon's Character in reference to the textbooks reference of a gifted underachieving student	Demonstrates an in-depth understanding of the character as a gifted underachiever.	Demonstrates an emerging understanding of the character as a gifted underachiever.	Demonstrates little understanding of the character as a gifted underachiever.
Reference to family and social etiology	Demonstrates an in-depth understanding of the etiologies of a gifted underachiever in reference to the movie.	Demonstrates an emerging understanding of the etiologies of a gifted underachiever in reference to the movie.	Demonstrates little understanding of the etiologies of a gifted underachiever in reference to the movie.

Disability Statement:

Students with documented disabilities who believe they must have accommodations in this class

are encouraged to contact the Director of the Disabilities Support Service Office at 516.323.3316 or DSS@molloy.edu.

Technical Tips:

- Log-in to Canvas prior to the course just to ensure that your account has been set-up properly!
- If this is your first class on Canvas, you may wish to take the Canvas Student Tour or visit the Canvas Student Quickstart Page

- Canvas Support is accessed through the HELP feature in the lower left hand corner of Canvas. You can either call Canvas at (844) 408-6455 or use the online chat feature and both services are available 24 hours 7 days a week.
- Technology Support Services can be reached via phone: 516.323.4800, email: helpdesk@molloy.edu or twitter: @molloyTSS
- Communications will be to your Molloy email address. Please be sure to check your Molloy email regularly and/or forward your Molloy email to your most frequently checked email address

