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Class Dates: Wednesday, January 21, 2004 to April 28, 2004
Class Time: 4:30 p.m. - 7:10 p.m.

Course Description:
Participants will develop a personal and professional rationale for differentiating instruction in mixed-ability classrooms and acquire skills and knowledge of strategies designed to help a teacher utilize pre-assessment data, plan for, and implement differentiated instruction.

Standards: This course is designed around the program standards endorsed by the National Association for Gifted Children (2001) as well as the Virginia Licensure Regulations for School Personnel (1998) and specifically addresses 8VAC 20-21-270: Gifted Education (add-on endorsement) standards.

National Association for Gifted Children (Landrum, Callahan and Shaklee, 2001).
Standard 1: Curriculum and Instruction:
   2.1m. Teachers must differentiate, replace, supplement, or modify curricula to facilitate higher level learning goals.
   2.2m. Means for demonstrating proficiency in essential regular curriculum concepts and processes must be established to facilitate appropriate academic acceleration.
   2.3m. Gifted learners must be assessed for proficiency in basic skills and knowledge and provided with alternative challenging educational opportunities when proficiency is demonstrated.
   2.1e. Teachers should be responsible for developing plans to differentiate the curriculum in every discipline for gifted learners.

5.0m. Diverse and appropriate learning experiences must consist of a variety of curricular options, instructional strategies, and materials.

Standard 3: Program Design:
   4.0m. Gifted education programming should be articulated with the general education program.
   5.0m. The use of flexible grouping of gifted learners must be an integral part of gifted educational programming.

National Standards:
Standard 6: Professional Development:
1.1e. All teachers of gifted learners should continue to be actively engaged in the study of gifted education through staff development or graduate degree programs.

Standard 7: Student Identification:
2.3m./2.3e. Student assessments must be sensitive to the current and all stages of talent development.
3.1e. An assessment profile should reflect the gifted learner's interests, learning style, and educational needs.

**Virginia Department of Education: Gifted Education**

Standard 5: Practitioners will acquire and display understandings of theory and principles of differentiating curriculum designed to match the distinct characteristics of gifted learners including:

- a. integration of multiple disciplines into an area of study
- b. emphasis on in-depth learning, independent and self-directed study skills
- c. the development of analytical organization, critical, and creative thinking
- d. the development of sophisticated products using varied modes of expression
- e. the evaluation of student learning through appropriate and specific criteria
- f. the development of advanced teaching skills to enhance student performance

Standard 6. Understanding of contemporary issues and research in gifted education

**Course Goals and Student Outcomes:**

By the end of this course, participants should be able to articulate and apply basic vocabulary, principles, and strategies related to:

1. What differentiated instruction is and is not
2. Ways to think about pre-assessing readiness, interest, and learning profile in order to strategically plan appropriately differentiated curriculum and instruction
3. Ways to think about differentiating content (what we teach and what students learn)
4. Ways to think about differentiating process (how students make sense of what they learn)
5. Ways to think about differentiating products (how students demonstrate what they have learned)
6. Establishing administrative and parental support for a differentiated classroom
7. Implementing and managing differentiation in the heterogeneous classroom
8. Appropriate use of a range of instructional strategies to facilitate differentiation
9. Stating a personal and professional rationale for why differentiation is an important way to meet the needs of students in heterogeneous classrooms

**Final Product/ Learning Synthesis:** Create and apply an annotated lesson for a heterogeneous classroom setting choosing from differentiation strategies learned during the course. This lesson must include the following components:
1. Personal and professional rationale for differentiation
2. A lesson that includes
   (a) a defined concept with
   (b) a set of principles and generalizations, and
   (c) articulates student learning goals and outcomes utilizing Backwards Design, state and national standards, or other relevant templates
3. Pre-assessment and diagnostic evaluation to aid in planning the lesson
4. The lesson must be annotated in places where the designer chose a strategy or made a decision about grouping or other lesson mechanics that is defensible according to current knowledge and theory about best practice in gifted education.

Before turning in your final product, there will be several classes devoted to discussion of each of these components and a session devoted to a review of a draft of your final product by your peers and the course instructor.

**Grading Scale:**
94-100 = A, 90-93 = A-, 86-89 = B+, 80-85 = B-, 70-79 = C, Below 70 = F

Grading will be based on the following percentages:

1. Participation in group experiential activities and discussions throughout the course (30%)
2. Create and apply an annotated lesson for a heterogeneous classroom setting choosing from differentiation strategies learned during the course (draft = 20%, final product = 50%)

**Mode of Course Delivery:**

Course delivery will be through mini-lecturers, experiential activities, small group discussion based on professional interests and research based questions that can be examined through action research projects, whole class discussions or student presentations. Course discussions may also take place via e-mail, chat rooms or an electronic bulletin board. Instructors will also be available for face-to-face discussions.

**Texts:**


**Articles:**


Resources:
Search the ERIC database
http://www.eduref.org/

ASCD
http://www.ascd.org/

NAGC
http://www.nagc.org/

If you require additional accommodation in this course, please arrange an appointment with me to discuss your needs.
EDCI 622: Curriculum Differentiation for Diverse Learners  (Berger)

(This schedule is tentative and can be adjusted as needed.)

<table>
<thead>
<tr>
<th>Date</th>
<th>Course Topics</th>
<th>Reading Assignments</th>
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<tbody>
<tr>
<td>1-21/</td>
<td>Absorbing the architecture of differentiation</td>
<td>(Read: Tomlinson, Chapters 1-5)</td>
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<td></td>
<td>Creating a personal and professional rationale for differentiation</td>
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<td><em>What is a concept and why is it important to differentiation?</em></td>
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<td>1-28/</td>
<td>Being a good diagnostician</td>
<td>Pre-assessing student readiness, interest, and learning profile</td>
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<td>(strategies: compacting, acceleration, learning contracts, MI, Sternberg’s Triarchic Intelligences)</td>
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<td>2-4/</td>
<td>Making informed and defensible decisions about grouping</td>
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<td>(strategies: tiering, cooperative learning, ability grouping, cluster grouping, the role of choice)</td>
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<td><strong>Submit concept, principles and generalizations, and lesson topic</strong></td>
<td>(Read: articles)</td>
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<tr>
<td>2-11/</td>
<td>Facilitating process</td>
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<td>(strategies: graphic organizers and higher-level critical thinking skills, cubing, learning centers, independent study)</td>
<td>(Read: articles)</td>
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<td>2-18/</td>
<td>Management and Motivation Issues</td>
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<td></td>
<td>(strategies: anchor activities, contracted assignments)</td>
<td>(Read: Tomlinson, Chapters 8-10)</td>
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<td>2-25/</td>
<td>Metastrategies</td>
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<td>Blending Content, Process, and Product: <em>Problem Based Learning</em></td>
<td>(Read: Gay, Chapters 7, 1-2)</td>
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| 3-3/   | *Complex Instruction*                                                         | Promoting true heterogeneous collaborations                                           | (Read: Gay, Chapters 3-4)
* 3-17/  

* Group investigation*  

(Read: Gay, Chapters 5-6)

* 3-24/  

* Assessment and the transfer of knowledge  

(methods: performance assessment, portfolio assessment, rubrics, the role of standardized assessment)

* 3-31/  

* No class meeting -- Project work week --

4-7/  

* Investigating differentiation using the Parallel Model for high-ability learners  

(Optional. Read: Tomlinson, et. al. Parallel Curriculum, Chapters 1-4)

4-14/  

* Peer Review of Lessons, Draft Due

4-21/  

* Building and maintaining administrative support and communicating with parents of gifted learners

4-28/  

* Final Product Lesson due: Sharing and presentations

* 5-03/  

* class meeting if needed

* Class meeting to be determined.