



## **Professional Development Institute**

### **Flex Course Syllabus**

# **Differentiated Instruction: One Size Does Not Fit All (K-6)**

**PDI Course Number: 88T02**

**UCSD Course Number: EDUC41487**

If you would like information about receiving post-baccalaureate (graduate) credit for completing this course, [please click here](#).

### **Course Timeline**

Participants have one year to complete the course. Participants must spend a minimum of three weeks in this course.

### **Course Description**

Are you struggling with how to meet the needs of the varied ability levels of your students? This online course helps teachers analyze the learning styles and readiness of their students so that they can effectively develop a differentiated curriculum to meet the needs of a diverse population. Teachers will gain a clear understanding of the needs of multilingual, special education, and academically diverse classrooms, and they will learn how to adjust their lessons to accommodate the different needs and learning styles of their students. Different strategies and resources such as tiered instruction, multiple intelligences, and universal design for learning (UDL) will be presented so that teachers can better embrace and implement the principles of differentiated instruction into their classrooms. Very specific strategies for differentiation in each content area are presented along with ways to use digital differentiation. Teachers will also be exposed to a variety of techniques for assessing their differentiated learners. The impact of social-emotional issues on the learning process is explored, as well as how differentiation works within the pedagogy of culturally responsive teaching. By the end of this course, teachers will feel more confident as they work to differentiate lessons with a diverse group of students.

## **Educational Outcomes**

1. Teachers will understand the definition of differentiated instruction.
2. Teachers will learn about the different types of differentiation (content, process, product, and learning environment).
3. Teachers will learn about the different styles of learning (visual, auditory, kinesthetic, and tactile).
4. Teachers will learn how to analyze student learning styles and preferences.
5. Teachers will learn strategies for diagnosing students in terms of readiness.
6. Teachers will learn how to differentiate instruction for reading.
7. Teachers will learn how to differentiate instruction for math.
8. Teachers will learn how to differentiate instruction for science and social studies.
9. Teachers will learn how to differentiate curriculum using technology.
10. Teachers will learn strategies for differentiating instruction in academically diverse classrooms.
11. Teachers will learn strategies for differentiating instruction for special needs students in the mainstream classroom.
12. Teachers will learn strategies for differentiating instruction for gifted and talented students.
13. Teachers will learn strategies for differentiating instruction for students in a multilingual classroom.
14. Teachers will learn strategies for creating and supporting a positive, learner-centered classroom environment.
15. Teachers will learn effective classroom management techniques specific to the differentiated classroom.
16. Teachers will learn strategies for adjusting their instruction and grouping their students so that everyone has an opportunity to learn.
17. Teachers will learn how to tier assignments.
18. Teachers will learn about the theory of multiple intelligences and how this theory impacts differentiation within the classroom.
19. Teachers will understand the three guiding principles of Universal Design for Learning.
20. Teachers will learn how to appropriately assess students within the differentiated classroom.
21. Teachers will understand the basics of social-emotional learning, and how it impacts differentiated instruction.
22. Teachers will understand the basics of culturally responsive teaching and how it impacts differentiated instruction.

## **Instructional Media**

- Online Discussions
- Online Engagement
- Online Collaboration
- Instructor Feedback
- Instructor Interaction

- Online Resources and Websites
- Supplemental Instructional Materials
- Printable Classroom Resources

## Evaluation

- Test #1 (5% of final grade)
- Test #2 (5% of final grade)
- Test #3 (5% of final grade)
- Test #4 (5% of final grade)
- Test #5 (5% of final grade)
- Autobiography and Goals for the Course (10% of final grade)
- Article/Video Reflection (15% of final grade)
- Course Collaboration/Share Ideas with the Class (10% of final grade)
- Cumulative Assignment/Project: Create Two Three-Tiered Lesson Plans (20% of final grade)
- Culminating Practicum (20% of final grade)

## Topical Outline

### Unit One

- What is differentiated instruction?
- Knowing the Learning Styles of Your Students
- Diagnosing the Difference of Readiness Among Students
- **Assignment #1**  
*Write an autobiography including information about yourself, your grade level and what you specifically hope to learn about implementing differentiated instruction in your classroom. Your autobiography should be a minimum of three paragraphs.*
- **Test #1**

### Unit Two

- Differentiated Instruction for Reading
- Differentiated Instruction for Math
- Differentiated Instruction for Social Studies and Science
- Digital Differentiation
- **Assignment #2**  
*As an educator, it is important to be aware of the research, studies, and professional work done in the field. In the course, you will find an article and video that are relevant to the specific course content. Read the article and then write an essay with your thoughts.*

- **Test #2**

### **Unit Three**

- Special Needs Students in Mainstream Classrooms
- Gifted and Talented Students
- The Multilingual Classroom
- **Assignment #3**  
*Online Discussion Board Participation/Engagement: Please post a tip, strategy, or idea that specifically relates to differentiated instruction and will make a difference to other teachers in their own classrooms. Your assignment should be a minimum of three paragraphs and detailed enough for another teacher to easily follow. This is a great opportunity to share and collaborate with other teachers at your grade level around the country. Take time to review and respond to other postings that are relevant to your classroom population in order to gain effective ideas to use immediately in your classroom.*
- **Test #3**

### **Unit Four**

- Creating an Environment for Learning
- Managing the Differentiated Classroom
- Adjusting and Grouping Instruction
- **Test #4**

### **Unit Five**

- Guidelines for Tiered Lessons
- Multiple Intelligences
- Universal Design for Learning
- **Test #5**

### **Unit Six**

- Assessment Techniques
- Social-Emotional Learning Factors
- Differentiation within Culturally Diverse Populations
- **Assignment #4**  
*Develop two three-tiered lesson plans. You must introduce your grade level and theme or topic. You may tier by learning style or content. Make note of your choice in your lesson plans. The lesson plans should be detailed and thorough enough so that another teacher could easily use them in the classroom. Keep in mind that this assignment is a cumulative project and therefore, you are expected to demonstrate the knowledge you gained from the course and your ability to apply what you have learned in a practical setting.*
- **Assignment #5**

*The culminating practicum is a three-step process. (1) In the first assignment, you were asked what goals you had and what you hoped to learn from the course. Think back to your original goals for this course. Write a minimum two-paragraph reflection specifically describing how what you learned can be used to help you reach those goal(s). (2) Next, write a minimum three-paragraph plan that specifically describes the ways in which you intend to implement a particular strategy you learned in this course into your own teaching situation. (3) Last, write a minimum two-paragraph reflection describing a student you have or have had in the past. Then, discuss how the strategies you learned in this course will specifically benefit that student as you put your plan into action.*

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