

Brandman University: A Division of Chapman University System Extended Education Program

Course Syllabus

Time to Teach: Differentiated Instructional Strategies for Student Motivation and Engagement (One-Day Seminar)

Course Number: EDDU 9099

Course Title: Differentiated Instructional Strategies for Student Motivation and Engagement

Course Description

Differentiation is an approach to your classroom that addresses and honors the many learning styles of your students. By presenting many different strategies, teachers will be able to plan future lessons that will touch on many different modes of learning. Included in this class will be strategies on brain based learning, affective learning strategies, learning how to develop lessons blending kinesthetic, social, inter/intra personal learners and many more. Story-telling, increasing relevancy and tools for randomizing participation will also be presented.

Course Objective/Goals:

Upon completion of the course students will:

- 1. Learn the value of creating relevancy through storytelling, affective learning and emotional learning strategies
- 2. Employ methods to increase engagement within the classroom
- 3. Understand and use methods to create dynamic tension for students to learn to function in higher stress situations
- 4. Understand and use methods of randomness to help keep the attention of all students throughout the day

Course Credit Information

Upon successful completion of all course requirements, 1, 2 or 3 semester hours of graduate level professional development credit will be awarded. These credits are not part of a degree program but instead, are primarily used for professional advancement (such as salary increment steps and recertification). Students are advised to seek approval of appropriate district or college officials before enrolling in this course to satisfy any degree, state credential, or local school district requirements. State licensing departments vary regarding their criteria for credit acceptance and some states may not accept credit from universities that are located outside the state. Brandman University, part of the Chapman University system is accredited by the Western Association of Schools and Colleges (WASC).

Course Text

Combs, E.A. with Dr. Baile, Susan. *Time to Teach: Differentiated Instruction Strategies for Student Engagement and Motivation. The Center for Teacher Effectiveness (2012)*

Bibliography

Cohen, E. *Designing Groupwork: Strategies for the Heterogeneous Classroom*. New York: Teachers College Press, 1986.

Marzano, R., D. Pickering, and J. Pollock. *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*. Alexandria: ASCD, 2004.

Payne, R. A Framework for Understanding Poverty. 4th. Highlands, TX: aha! Process, Inc., 2005.

Tomlinson, C., and J. McTighe. *Integrating Differentiated Instruction & Understanding by Design: Connecting Content and Kids.* Alexandria, VA: ASCD, 2006.

Tomlinson, C. *The Differentiated Classroom: Responding to the Needs of All Learners, Alexandria, Va.: ASCD*. Alexandria, VA: ASCD, 1999.

Wormelli, R. Fair Isn't Always Equal. Portland, ME: Stenhouse Publishing, 2006.



Time to Teach: Differentiated Instructional Strategies for Student Motivation and Engagement <u>Course Requirements</u>

Component I – Direct Instruction

Attend a six-hour training from a certified trainer.

Component II – Application and Practicum

PRACTICUM

- 1. Attend and participate in the entire seminar.
- 2. Develop practical activities based on the seminar presentation. The activities must be designed so that they can be implemented in your classroom or program. They may be geared to K-12 students, staff or others, based on your position.
- 3. Conduct the activities in your classroom/work setting. If not currently in a classroom setting, refer to (FAQs): http://www.brandman.edu/exed/k_12/pages/faqs.aspx.
- 4. Complete a written report that describes each activity. Each credit requires 3 activities. Each activity must be at least one full page (not including title page or documentation), typed and single-spaced. Use a 12 point font and one inch margins. Staple the paper together. Do not send the paper in a report cover. Complete your report individually; no group reports are permitted.

1 credit = 3 activities 2 credits = 6 activities plus 2 writing assignments 3 credits = 9 activities plus 3 writing assignments

5. The report must include one <u>Title Page</u> with your name, address (for sending your grade), Brandman ID # and course number (refer to confirmation letter), title of seminar, seminar date, and a brief (one paragraph) description of the seminar. The title page must also include the grade level, number of students, and any special information about the student population (e.g. at risk, ESL, etc.).

- 6. You will be graded on the accuracy of the title page, each of the components in # 7 below as well as the <u>Quality of the</u> <u>Overall Paper</u>, which includes the format, grammar, spelling, punctuation, required length, and other overall qualities.
- 7. Write about each activity separately. Use the subheadings below to report on each activity. Label subheadings clearly.
 - A. <u>Activity Description</u>: Describe each activity in detail, using narrative form (no bullets, no numbers, no incomplete sentences). List all materials that you and the participants used (e.g. handouts, books, props, etc.) Describe each activity thoroughly as if the reader were not familiar with the topic.
 - **B.** <u>Learning Objectives</u>: Write specific learning objectives for each activity. Include what you wish to achieve and how you will accomplish it.
 - C. <u>Appropriateness of Activities for Targeted Students</u>: Explain how the activities meet appropriate developmental needs of the participants/students.
 - **D.** <u>Correlation of Activities to the Seminar</u>: Discuss how the activities relate to the seminar content.
 - E. <u>Student Evaluation and Assessment</u>: Evaluate the students' learning experience and describe the assessment methods. Relate the assessment to objectives stated in B above. Include samples of assessment tools, if applicable.
 - **F.** <u>Self Evaluation</u>: Write a self-evaluation of your own strengths and weaknesses as you developed and implemented these activities. Discuss what you would do differently next time and suggest areas for improvement, if any.
- 8. Include **Documentation** for each activity (e.g. student samples, photos, handouts, or lessons plans). Samples should be limited to 1 or 2 pieces for each activity and fit in a 9x12 envelope. The samples and the paper will not be returned.

This completes the course requirements for one credit

- Participants will be mailed a confirmation of enrollment with Brandman Student ID.
- Coursework is due 6 months from the date of the seminar with no extensions.
- The name and address of your grader can be found on our website by locating the appropriate syllabus under CTE / Time to Teach on this page: http://www.brandman.edu/exed/k_12/pages/seminars.aspx.

Complete the following in addition to practicum requirements (activities) for 2 and 3 credits

Component III – Writing Assignments (3 – 5 single spaced pages in length)

Writing assignments must be a minimum of 3 single spaced pages in length.

- For 2 credits = choose any 2 writing assignments in addition to the practicum of 6 activities, and number according to the list below
- For 3 credits = complete all 3 writing assignments in addition to the practicum of 9 activities
- 1. From your perspective, how can differentiation be used to increase student participation?
- 2. How can you prevent or at least minimize the effects of a student becoming dependent on a single mode of response to instruction. Further, how do we use differentiation as a tool to help students understand other modes of learning?
- 3. Select a strategy covered in the seminar and explain its importance as a tool to increase student response to instruction.

Method of Evaluating Student's Performance

Coursework is graded according to the rubric. A letter grade will be given.



	Name:		Course Title: Differentiated Instructional Strategies for Student Motivation and Engagement		
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- Evaluation not present in all activities or too general/vague No Pass = 27 - Below No Pass = 27 - Below TOTAL POINTS (three-credit assignment) 2 - Self evaluation is thorough and detailed GRADE (three-credit assignment) 3 - Self evaluation is absent GRADE SCALE: A = 50 - 45, B = 44 - 40, C = 39 - 35 4 - Some format, grammar, punctuation, and spelling errors Comments: - Significantly less than required length Commentation (0-3 points) - Appropriate documentation for 2 out of 3 activities - Appropriate documentation for 1 activity - No Pass = of documentation for 1 activity - No Pass = 0 - No Pass = 0 - No Pass = 0 - Appropriate documentation for 1 activity - No Pass = 0 - No Pass = 0 - No Pass = 0 - No Pass = 0 - No Pass = 0 - Appropriate documentation for 1 activity - Point of 1 activity - No examples of documentation are included - Out of 3 activities - Appropriate SCALE: - 20 - 18, B = 17 - 16, C = 15 - 14					
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2: Self evaluation is thorough and detailed GRADE (three-credit assignment) 3: Self evaluation is too general/vague or missing GRADE SCALE: A = 50 - 45, B = 44 - 40, C = 39 - 35 3: Self evaluation is absent GRADE Mathematical activities 4: Graduate quality in all areas Comments: 5: Significantly less than required length Comments: 0: Appropriate documentation for every activity Comments: 2: Appropriate documentation for 1 activity Point 2 out of 3 activities 4: Appropriate documentation for 1 activity Output for the signment 0: No examples of documentation are included GRADE (one-credit assignment) 0: RADE SCALE: A = 20 - 18, B = 17 - 16, C = 15 - 14 QUESTIONS?			TOTAL POINTS (three-credit assignment)		
- Self evaluation is too general/vague or missing GRADE SCALE: A = 50 - 45, B = 44 - 40, C = 39 - 35 - Self evaluation is absent GRADE SCALE: A = 50 - 45, B = 44 - 40, C = 39 - 35 Quality of Overall Practicum (0-2 points) Comments: - Graduate quality in all areas - Some format, grammar, punctuation, and spelling errors - Significantly less than required length Comments: Occumentation (0-3 points) - Appropriate documentation for every activity - Appropriate documentation for 1 activity - No examples of documentation are included FOTAL POINTS GRADE (one-credit assignment) GRADE SCALE: A = 20 - 18, B = 17 - 16, C = 15 - 14 QUESTIONS?					
> Self evaluation is absent No Pass = 34 - Below Quality of Overall Practicum (0-2 points) Comments: 2 - Graduate quality in all areas Some format, grammar, punctuation, and spelling errors > Significantly less than required length Comments: Occumentation (0-3 points) Some for every activity 2 - Appropriate documentation for 2 out of 3 activities Appropriate documentation for 1 activity > - No examples of documentation are included GRADE (one-credit assignment) GRADE SCALE: A = 20 - 18, B = 17 - 16, C = 15 - 14					
Quality of Overall Practicum (0-2 points) Comments: 2 - Graduate quality in all areas Comments: 1 - Some format, grammar, punctuation, and spelling errors Comments: 2 - Significantly less than required length Documentation (0-3 points) 3 - Appropriate documentation for every activity Propriate documentation for 2 out of 3 activities 1 - Appropriate documentation for 1 activity Protect of documentation are included 0 - No examples of documentation are included QUESTIONS? GRADE (one-credit assignment) QUESTIONS? GRADE SCALE: A = 20 - 18, B = 17 - 16, C = 15 - 14					
2 - Graduate quality in all areas 4 - Some format, grammar, punctuation, and spelling errors 5 - Significantly less than required length Cocumentation (0-3 points) 3 - Appropriate documentation for every activity 2 - Appropriate documentation for 2 out of 3 activities 4 - Appropriate documentation for 1 activity 5 - No examples of documentation are included FOTAL POINTS GRADE (one-credit assignment) GRADE SCALE: A = 20 - 18, B = 17 - 16, C = 15 - 14 Correct Correct in the second			Comments:		
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- No examples of documentation are included FOTAL POINTS GRADE (one-credit assignment) GRADE SCALE: A = 20 - 18, B = 17 - 16, C = 15 - 14 K12@brandman edu.or. phone 800-632-0094					
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QUESTIONS? GRADE SCALE: A = 20 - 18, B = 17 - 16, C = 15 - 14 k12@brandman.edu.or.nbone.800-632-0094					
	GRADE SCALE: A = 20 - 18, B = 17 - 16, C = 15 - 14 No Pass = 13 - Below		QUESTIONS? k12@brandman.edu or phone 800-632-0094		