

EDDA 531 Implementing Effective Differentiated Instruction
Eastern Mennonite University: (Curriculum & Instruction Track Blended Course)
Warren County Public Schools

Class Meetings: 4:45 – 7:45 p.m.

Thursdays: January 26; February 2, 16; March 1, 16, 29; April 12, 26 (24 hours)

Online component on Moodle (18 hours seat time equivalency)

Credit Hours: 3

Instructor: Michelle Crotteau, Ed. D.

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Course Description: Provides practical knowledge and theoretical background for developing and implementing differentiated instruction in middle and high school classrooms. Using an inquiry model, develops the strategies and understandings needed to provide a diverse student body with full access to the curriculum. Emphasizes responsive instruction for English Language Learners, Students with Exceptionalities, unmotivated students, and students whose cultural backgrounds differ from the dominant culture of the school. Considers logistics of differentiated instruction: planning, classroom management, pre- and post-assessment of learning, grading, and standardized assessments. Offers practical application of Understanding by Design (UbD) in differentiating instruction for students. Examines the theoretical basis of differentiated instruction through the work of Lev Vygotsky (*Zone of Proximal Development*); Howard Gardner (*Multiple Intelligences*); Albert Bandura (*Self-Efficacy*); Abraham Maslow (*Hierarchy of Needs*) and Benjamin Bloom (*Bloom's Taxonomy*). Provides support for participants to make changes in teaching and in program design, and a forum for discussion of the obstacles and pathways to success in creating a student-centered classroom. Prepares participants for leadership roles in supporting implementation of differentiated instruction within the school community.

Course Rationale:

This course is guided by a constructivist philosophy that places children at the center of the teaching/learning process. It is aimed to prepare the participants in designing and articulating classroom environments that are responsive to the needs of individual students. The course is informed by the standards of the International Reading Association, the National Writing Project, the Association for Supervision and Curriculum Development (ASCD) and the Virginia Department of Education.

EMU Conceptual Framework: “Preparing Caring, Reflective Teachers for a Changing World”

The EMU Teacher Education Program has chosen the theme *Preparing Caring, Reflective Teachers for a Changing World*” as the conceptual framework from which its beliefs and outcomes are based. The Teacher Education Program envisions preparing informed lifelong leaders and learners who value the dignity of all persons and are ready and willing to share a pilgrimage of openness and continuous growth as they invite others to join them. These caring, reflective educators will offer healing and hope in a diverse world. Six performance outcomes focus all course and candidate outcomes.

M.A. in Education Program Outcomes:

Scholarship: to acquire advanced knowledge through core curriculum and specialty area courses and to organize and integrate that knowledge into professional practice.

Inquiry: to generate questions and to use critical thinking to self-assess, to view problems from multiple perspectives, to make informed decisions and to engage in action research for educational change.

Professional Knowledge: to acquire advanced pedagogical and specialty area knowledge in order to create cultures of change and manage environments conducive to learning, setting high expectations and implementing appropriate instructional and assessment practices.

Communication: to develop communication strategies (verbal, nonverbal, and technological) which support collaboration and resourcefulness to empower self and others.

Caring: to develop a nurturing spirit that advocates for students, encourages social and ethical responsibility, and promotes peacebuilding in diverse settings.

Leadership: to act as social change agents by working collaboratively to bring about fair and just systemic change within educational contexts.

Course Outcomes

Upon completion of this course, the student should have the ability:

1. To articulate the philosophy of differentiation and its key components (Tomlinson, 2003), including student traits (readiness, learning profile, affect) and classroom elements (content, process, product, and learning environment) (S, PK, Ca)
2. To articulate the theoretical framework of differentiated instruction, especially the research of Bloom, Vygotsky, Bandura, Maslow, and Gardner (S, I, PK)
3. To develop skills and attitudes needed to communicate information to stakeholders to foster differentiated instruction in the classroom and the school; to provide leadership, support, and professional development to colleagues who are seeking to differentiate instruction in the classroom (C, Ca, L)
4. To administer, analyze, interpret and use results of a learning inventory and formative assessments to make instructional decisions (I, PK, C, Ca)
5. To analyze student reading assessment data and work with reading specialists/media specialists/literacy team members in order to provide content reading materials at each student's instructional reading level (I, PK, C, L)
6. To incorporate reflective writing-to-learn strategies in content courses (S, PK)
7. To provide students with opportunities to use their heritage language as well as standard English and to assist students in knowing the audience and occasion for both; to appreciate students' heritage language as an opportunity to grow in cultural awareness (I, PK, C, Ca)

8. To select, organize and manage materials and technology to meet the needs of diverse learners, including students with exceptionalities and students who are unmotivated in the “traditional” school setting (S, PK, Ca)
9. To articulate the “Big Ideas” of the state standards; to create an essential vocabulary list based upon those standards; to prepare students in different ways to be successful on the same state assessment (S, PK, Ca)
10. To make adjustments to the physical environment of the classroom and student grouping arrangements to account for student learning preferences and to foster a spirit of trust, safety, and student autonomy (PK, C, Ca)
11. To use “backward design” to create a unit of study with lesson plans that include instructional strategies that differentiate the curriculum based on learners’ needs (S, I, PK, Ca)
12. To create rubrics with which to assess students’ work and to articulate a research-based grading philosophy, including the role of homework, portfolio assessment, and student self-assessment (S, PK, Ca, L)

Required Texts:

Tomlinson, C. & Imbeau, M. (2010). *Leading and managing a differentiated classroom*. Alexandria, VA: Association for Supervision and Curriculum Development

Tomlinson, C. A. & McTighe, J. (2006). *Integrating differentiated instruction and understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development

Course Requirements

Along with attendance, class participation and assigned readings, there are several large assignments, several smaller assignments, and a presentation of your Inquiry Project results that will constitute as the final exam for this course. In addition, you will be required to participate in a discussion of posted articles and upload resources and assignments on the class Moodle. The assignments are designed both to enhance and assess your understanding of the course outcomes. Reading assignments are to be completed prior to class meeting for which they are assigned. Assignments may be modified to better meet the needs of participants at the instructor's discretion.

Please note that few of these assignments can be completed successfully by simply expressing one's opinion or depending upon one's experience. Because an essential component of professional behavior is to draw from the profession's knowledge base, participants will be expected to work from a scholarly literature base when they prepare their responses for class activities/assignments.

Major Class Assignments:

1. Inquiry Project (100 points)

Propose a question based on something you'd like to improve upon in your professional practice. For example: How can I reach the unmotivated students who failed my class last semester? How can I extend learning for the gifted students in my class? How can I differentiate instruction for the students with disabilities in my class?

Administrators/curriculum specialists can adapt the assignment by making a professional development plan for the school/district based on the Annual School Plan goals for the learning community. How can you differentiate professional development to meet the needs of the teachers? Administrators can create a plan for second semester, or plan ahead for the next school year. Please use the "Year-long Professional Development Plan Rubric" if you plan to do this assignment.

You will work on your project for the entire semester and will submit sections of the project by the due dates listed on the schedule. You will combine the separate sections into a final paper:

- Research on the theoretical framework behind your question
- Literature review of at least 5-7 scholarly articles that pertain to your question (2/9-3/8)
- Explanation of the demographics of your school division/school/classroom
- Explanation of the "Big Ideas" in the state standards for your discipline (2/9)
- Discussion of the reading levels of the students in your class (2/16)
- Pre-assessment of students (2/23)
- Explanation and Rationale for an intervention you would like to try in the classroom to differentiate instruction based on your inquiry question (3/1)
- Creation of a unit of study with plans for differentiation (3/8)
- Reflective journal in which you record and reflect on your inquiry project (weekly-5 entries)
- Explanation of specific strategies you used in your intervention
- Creation of rubrics to measure student progress (3/15)
- Post-assessment of students
- Report of the results of your intervention
- Discussion of the results of the intervention
- Bibliography of sources
- Appendix: Strategies, Rubric(s)

2. The Big Ideas in the State Standards for My Discipline (25 points)

Explain the main ideas of the Standards of Learning Curriculum Framework for your class. What are the key concepts students must know to be successful? What type of district-wide assessments/benchmarks are students required to take and how often do students take these assessments? Make a list of the key vocabulary students must understand to be successful. Post your description and a list of key vocabulary (at least 10 terms) to Moodle.

3. Differentiation Plan for a Unit of Study Based on your Inquiry Project (100)

Consider the Unit of Study you have planned for March/April. Write an overview of the unit, and create (or find) at least 5 lesson plans for the unit of study that include the following:

- SOL for the lesson (please write out the descriptor in addition to the number)
- Skill(s) you will teach through the lesson
- Essential vocabulary of the lesson
- A description of the lesson, including Time and Materials
- Strategies for differentiating the lesson for the learners in your class
- Technology integration
- Rubric(s) you will use to assess student learning
- Formative assessments
- Graphic organizers
- Resources and/or links

Please consult the VDOE resources for your subject area. You are encouraged to use and adapt lessons already posted in the Enhanced Scope and Sequence for your discipline.

4. Reflective Journal (5 x 15 points each: 75 points)

As you work through your inquiry project, you will record and reflect upon the changes you are observing in your classroom as a result of your differentiation intervention. You will be given prompts for the journal, or you can respond free choice.

5. Dissemination of Research (Final Exam) (50 points)

You may choose how you share your inquiry project. Options include a face-to-face presentation, or your final project could be a video, a blog, an article, a PowerPoint presentation, or a professional development session.

6. Moodle: Discussion/Creating and Posting Resources:

Reflections (25 points each)

Throughout the course, you will be given assignments in which you are to “report and reflect” upon topics related to differentiation; for example, give a learning inventory to your students, report the results and reflect on the implications for your planning. Find out your students’ reading levels, summarize your findings, and reflect on the implications for your planning.

Threaded Discussions (15 points each)

Periodically, the instructor will post articles to Moodle for the purpose of engaging class members in an on-line discussion about a topic related to the course. Participants may begin a thread related to the article, or respond to other participants in an established thread. All participants are required to read the article and to respond at least once in the discussion. The length of the response is not as important as the quality of the interaction.

Annotated bibliography (5 x 10 points each: 50 points)

Posted to Moodle: Creating resources for others/Building a literature review

During the first half of the course, you will read scholarly articles pertaining to your inquiry question. You will then post the APA citation, a brief synopsis, and a critique of the article to Moodle. At the end of the critique, tag the article with key words/phrases. From February 9 through March 8, there is one article due per week, for a total of 5 articles. You will use these articles in the literature review of your inquiry project.

Sample lesson posted to Moodle (25 points)

Share the one or more of the five lessons that worked particularly well in your classroom.

These lessons will then become resources for other teachers in your school. Post to Moodle by March 15.

7. Seminar Participation

Leadership 50 points: Seminar Planning Form & Seminar Reflection Form Participant Reflection Form: 15 points each

Working in groups of three, participants will prepare for and guide an hour-long class discussion on selected chapters. The goal of a seminar is for all participants to develop a more sophisticated understanding of the readings through thoughtful interaction with the ideas of others. Each member of the class will serve as a leader for the class discussion of assigned readings. The leader will be assigned the topic in advance of the seminar and will prepare open-ended questions designed to precipitate spirited and thoughtful discussion. The questions will be recorded on the Seminar Planning Form.

The leader has the dual role of leader and participant. In the role of leader, the student will keep the discussion focused on the text by asking follow-up questions, helping participants to clarify their positions, and involving reluctant participants while restraining their more vocal peers. In the role of participant, the leader must have a thorough knowledge of the texts in order to anticipate varied interpretations, recognize important possibilities, and explore non-traditional interpretations. As the leader facilitates the seminar, he/she will document his/her observations of the participants' involvement and provide an evaluation of the seminar on the Facilitator's Evaluation Form.

The participants' role is to articulate, justify, and clarify their own ideas as well as their responses to the reading and ideas of others. The participants share with the leader the responsibility for the quality of the seminar. Good seminars can only happen if the participants study the text closely in advance, listen actively, share their ideas and questions in response to the ideas and questions of others, and search for evidence in the text to support their ideas. Participants should direct their responses to each other, not the leader, and call each other by name. Refer to the text as needed and try to limit your responses to the ideas, issues and values reflected in the text. Participants will reflect on their own participation in the seminar by using the Participant's Reflection Form after each seminar. The participant will also evaluate the seminar.

The facilitator's Evaluation Form and the Participant's Reflection Form will be taken up at the end of each seminar and used as the methods of evaluating leaders and participants and for the purpose of assigning points for this part of the course.(Adapted from Beers, J.W. "CI R29 Literacy Seminar 2010," The College of William and Mary; used with permission)

Course Evaluation/ Grading

Grading Scale

A	96-100
A-	92-95
B+	89-91
B	85-88
B-	80-84
C	79 and below

Incomplete:

Should circumstances arise that prevent the student from completing the requirements by the due date, the student needs to make arrangements with the instructor prior to the end of the course. An agreement should be in writing and include a time line for coursework completion.

Attendance Policy: *Students are required to attend class meetings of all courses for which they are enrolled except in unusual and emergency circumstances. In the case of absence, the student is responsible for the material presented in class. Students should not absent themselves from class without notification to the instructor prior to class.* Because of the interactive nature of graduate classes at EMU, we believe that candidates who miss class for the equivalent of six 50-minute periods or four 75 minute periods in a three semester hour course (200 minutes for a 2-semester hour course, 100 minutes for a 1-semester hour course) have not fulfilled necessary requirements to receive an “A” in the graduate class. Grades may be lowered for absences of less time at the instructor's discretion.

Tentative Class Schedule (this is not an exhaustive list of class activities):

Date	Topic and Activities	Assignments and Readings
January 26 Warren 1	Writing Builds Trust Biopoem interview Gallery Walk: What is differentiation? Reflection: Write about a successful move toward differentiation Course introduction Syllabus Seminar format Discussion of Inquiry Question and Rationale Moodle: User Profile	
February 2 Warren 2	Philosophy of Differentiation What Really Matters—the Students Learning Inventory Profile <i>Gardner</i> Inquiry Question and Rationale Honoring Language and Culture Demonstration Lesson Language Lists Text Language Code Switching	Seminar Leaders: Readings due: <u>Book</u> Leading: pgs ix-42 UbD: 1-23; 173-186 <u>Moodle</u> “Honoring Dialect and Culture” Homework due: Inquiry question and rationale (bring to class)
February 9 Moodle 3	The Vision of Differentiation/ The Big Ideas of State Standards for My Discipline	Readings due: <u>Book</u> Leading: pgs 43-68 UbD: pgs 24-58 Homework due: Give your students a Learning Inventory: Report the results and Reflect Annotated Article #1 Posted to Moodle Big Ideas of State Standards Key vocabulary
February	Every Teacher is a Reading	Seminar Leaders:

16 Warren	Teacher/Evidence of Learning Zone of Proximal Development <i>Vygotsky</i>	Readings due: UbD: 59-82 TBA: will be posted to Moodle Homework due: Give a reading inventory or find out the reading levels of the students. Report and reflect on your findings. Post to Moodle. Annotated Article #2 Posted to Moodle
4	Content Vocabulary Strategies How is reading valued in my school/division?	
February 23 Moodle	Creating Learning Environments Bringing the Library to the Classroom (video: Sandra Parks, NBCT; Librarian, Skyline Middle School, Harrisonburg City Schools 5 Physical Environment of the Classroom <i>Maslow</i>	Readings due: <u>Book</u> Leading: pgs. 71-98 <u>Moodle</u> View the video posted by Sandy. Write a reflection on what you learned from watching the video. How could the ideas be applied in your school context? Homework due: Pre-assess students to determine the goals for the unit of study Try changing the physical arrangement of your classroom. Post before and after pictures to Moodle. Report and Reflect on your findings. (Reflective Journal Entry #1) Annotated Article #3 Posted to Moodle
March 1 Warren	Creating Differentiated Lessons; Classroom Routines Creating Differentiated Lessons <i>Bloom</i> Classroom Routines The Risk of Authentic Research	Seminar Leaders: Readings due: <u>Book</u> Leading: pgs. 99-135 UbD: pgs. 83-127; 141-165 <u>Moodle</u> “The Risk of Authentic Research” Homework due: Explanation and Rational for your intervention Annotated Article #4
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March 8 Moodle 7	The Writing Workshop Model Strategy Instruction	Readings due: <u>Book</u> Leading: pgs 151-174 <u>Moodle</u>: TBA Homework due: Annotated Article #5 Create a unit of study with plans for differentiation Develop, implement, and post a lesson with a learning strategy and reflect on its effectiveness
March 15 Warren 8	Assessment The Great Zero Debate Grading, Homework, Portfolio assessment Student self-assessment Goal setting Guest Speaker: Mary Tedrow, NBCT; Winchester City Public Schools <i>Reflective Writing as a Tool For Learning.</i>	Seminar Leaders: Readings due: <u>Book</u> UbD: 128-140 <u>Moodle</u>: TBA Homework due: Rubric with sample assignments to share in class Journal #2
March 22 Moodle 9	Technology: What do I use, what do I need. Music and Technology <i>Gardner</i> Can I listen to my iPod? Does social media have a place in the classroom?	Readings due <u>Moodle</u>: TBA Homework due: Journal #3
March 29	There Will be Resistance	Seminar Leaders: _____

Warren 10	School Schedules	Readings due <u>Book</u> Leading: pgs 136-150 UbD: <u>Moodle:</u> TBA Homework due: Journal #4
April 5 Moodle 11	Brain Learning Research The work of Dr. Judy Willis	Readings due TBA <u>Moodle:</u> TBA Homework due: Journal #5 Post-assessment of students
April 12 Warren 12	Sharing with Colleagues/ Professional Development Self Efficacy <i>Bandura</i>	Seminar Leaders: _____ Readings due TBA <u>Moodle:</u> TBA
April 19 Moodle 13	Disseminating Research-Digital Digital Format: Video, Blog, Article	Post feedback to each project
April 26 Warren 14	Disseminating Research- Conference Course Evaluation	

Technology Requirements for course:

Participants should bring a laptop with wireless access to each class. Participants will use Microsoft Word, Moodle, and Internet resources.

Academic Integrity

EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. EMU defines **plagiarism** as occurring when a person presents as one's own someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source (adapted from the Council of Writing Program Administrators). For full policy see general graduate program policies at www.emu.edu/catalog/graduate/.

Special Accommodations Statement: *EMU seeks to meet the needs of all admitted students. We are committed to provide both physical and programmatic access with reasonable accommodations for all qualified documented students who are served through Student Disability Support Services of the Academic Support Center. Our policies for students with disabilities are consistent with the necessity of ensuring reasonable accommodations under Section 504 of the Rehabilitation Act of 1973, the Civil Rights Restoration Act of 1988, the Americans with disabilities Act of 1990, and the ADA Amendments Act of 2008.*

Use of Graduate Level Writing Standards and American Psychological Association (APA)

Writing Style: Candidates are expected to use *Publication Manual of the American Psychological Association 6th Edition* for written assignments including annotated bibliographies and references. Candidates citing references in Power Point references are also expected to use APA style. All instructors teaching in the Master of Arts in Education program are asked to apply the EMU Graduate Writing Standards (see rubric) to any written work submitted. The instructors may use their discretion if the assignment does not lend itself to the EMU Graduate Writing Standards rubric. Use of APA and the Graduate Writing Standards rubric ensures uniformity of writing standards and serves to prepare enrolled program candidates for writing their action research projects.

EMU Writing Standards Rubric: Graduate Level

The weighting of each of the five areas on the following rubric is dependent on the specific written assignment and the teacher's preference. Plagiarism occurs when a person presents as one's own "someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source" (adapted from Council of Writing Program Administrators).
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EMU Writing Standards Rubric: Graduate Level

Criteria	A <i>Excellent</i>	B <i>Minimal Expectations</i>	C <i>Below Expectations</i>
Content (<i>quality of the information & ideas, sources & details used to support them</i>)	- shows clarity of purpose - shows depth of content - applies insight & represents original thinking - demonstrates quality & breadth of resources	- shows clarity of purpose - shows substantial information & sufficient support - almost always represents original thinking - uses quality resources	- shows clarity of purpose - lacks depth of content & may depend on generalities or the commonplace - represents little original thinking - uses mostly quality resources
Structure (<i>logical order or sequence of the writing</i>)	- is coherent & logically developed - uses very effective transitions	- is coherent & logically developed - uses smooth transitions	- is coherent & logically (but not fully) developed - uses some awkward transitions
Style (<i>appropriate attention to audience: effective word choice, sentence variety, voice; appropriate level of formality for academic writing vs. informal text messages & email</i>)	- is concise, eloquent & rhetorically effective - composes varied sentence structure	- displays concern for careful expression - composes some varied sentence structure	- displays some personality <u>but</u> lacks imagination & may be stilted - composes little varied sentence structure - frequently uses jargon & clichés
Conventions (<i>adherence to grammar rules: usage, mechanics</i>)	- composes well-constructed sentences - makes virtually no errors in grammar & spelling - makes accurate word choices	- almost always composes well-constructed sentences - makes minimal errors in grammar & spelling - makes accurate word choices	- usually has well-constructed sentences - makes several errors - makes word choices that distract the reader
Source Integrity (<i>appropriate acknowledgment of sources used in research</i>)	- cites sources for all quotations - composes credible paraphrases, cited correctly - includes reference page - makes virtually no errors in documentation style	- cites sources for all quotations - composes credible paraphrases, usually cited correctly - includes reference page - makes minimal errors in documentation style	- cites sources for all quotations - composes mostly credible paraphrases, sometimes cited correctly - includes reference page - makes several errors in documentation style

Inquiry Project on Differentiation(100 points)

Subject	Point Value	Comments
<i>Part One: Literature Review, Demographics, State Standards, Demographics, Inquiry Question and Rational</i>		
Research on theoretical framework behind your question Literature review of at least 5-7 scholarly articles that pertain to your question	/5	
Demographics: Describe school, students and setting. Include student reading level information	/5	
Curriculum: Explanation of the “Big Ideas” in the state standards for your discipline	/5	
Rationale for an intervention you would like to try in the classroom to differentiate instruction based on your inquiry question	/5	
Materials :What instructional materials are available for your use?	/5	
<i>Part Two: Assessments, Unit of Study, Strategies, Results, Discussion, Bibliography, Appendices</i>		
Pre-assessment of students (include your pre-assessment instrument in the Appendix)	/5	
Instructional Grouping Practices	/5	
Unit of study with specific lesson plans for differentiation	/15	
Specific strategies you used in your intervention	/5	
Rubrics to measure student progress	/5	
Post-assessment of students	/5	
Report the results of your intervention	/5	
Discussion of the results of the intervention	/10	
Bibliography of Sources	/5	
Appendices	/5	
<i>Part Three:</i>		
Visual Appeal (APA formatting: title page, abstract, reference page, double space, 12 pt font, one space after punctuation—All tables are organized clearly for conceptual understanding.)	/5	
Writing Quality (Overall writing ability follows EMU graduate writing standards.	/5	
Total Points Available	100	

Year-long Professional Development Plan Rubric (100 points)

Develop a year-long professional development plan based on current reading research and the needs of your school. Your plan should be derived from and compliment your reading program as a whole. The student will include a rationale for each topic (needs to be supported by research and current needs). The student will need to include a full reference list (suggested books and professional articles to accompany each topic). This will need to be turned in as a Word document (APA required). Create a table of the events to be conducted for clarity and organization.

Seminar Planning Form

Name:

Subject	Point Value	Comments
Professional Development Plan is Derived from School/Teacher and Student Needs. (Here you will justify and provide support for the contents of your needs assessment survey. How does it relate to your school's particular/overall needs?)	/10	
Survey (Provide an example(s) and description of the school/teacher survey and the results)	/10	
School Demographics (Describe the school population, school setting, and any background information related to literacy professional development that has been conducted in the past that may be pertinent to this current plan, etc...)	/10	
Dissemination of Results/Needs (Describe your plan for sharing the survey results to the faculty.)	/10	
Focus Areas (Choose several key areas to focus on for the school year. Provide clearly written rationales for your focus area choices. Determine the model of PD)	/10	
Scheduling of Activities (Determine the length of time you will focus on these areas. Support your choices--should be based on need and type of PD. What do the teachers need (materials, time, personnel required, etc...) to carry out the PD?)	/10	
Evaluating Progress (Within your plan, how will you determine if the PD plan is working? How will you assess the plan?)	/10	
Reference List (Provide suggested books and professional articles to accompany each PD activity.)	/10	
Writing Quality (Overall writing ability should follow EMU's graduate writing standards)	/10	
Visual Appeal (APA formatting: title page, double space, 12 pt font, one space after all punctuation—All tables are organize clearly for conceptual understanding. Tables can also have modified font and spacing.)	/10	
Total Points Available	/100	

Date: _____ Topic: _____

Main Concepts/Issues

Preliminary Activities

Seminar Questions

Opening:

Core:

Closing

Post Activities

General Guidelines:

- Focus on the goal. The goal is to deepen understanding by exploring the issues, not by establishing facts.
- Begin by giving an overview of the chapter content, presenting as factually as you can.
- During the seminar, ask open-ended questions and avoid yes/no questions.
- Keep your questions neutral. Participants make connections and judgments; the leader must remain neutral.
- Use questions that are substantive. The question should not be answerable without reading the text.
- Follow the order of questions: opening question(s), two to five core questions, and the closing question.
- Follow-up questions are not always planned ahead. Ask questions such as:
 - Are you saying that....?
 - Where in the text did you find support for that?
 - What do you mean by.....?
 - Would someone take issue with?

Facilitator Evaluation Sheet

Name: _____

Topic: _____

Date: _____

	Yes	No	N/A
Were the participants engaged early?			
Did you make sure the questions were understood?			
Did you ask questions that led to further questions?			
Did you use the answers as the basis of follow-up questions?			
Did you allow for discussion of disagreement?			
Did you listen carefully to participants' questions and responses?			
Did you accept participants' ideas without judgment?			
Did you keep attention on the ideas in the text being discussed?			
Did you correct mis-readings of the text?			
Did you allow time (pauses) for thinking?			
Did you draw out reasons and implications?			
Did you reach closure?			

During the course of the seminar:

What was the most interesting question?

What was the most interesting idea to come from a participant?

What was the best thing you observed?

What was the most troubling thing you observed?

What do you think should be done differently, if you did this again?

Other comments

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Participant's Reflection Sheet

Name

Seminar Leaders

Topic

Date

1. Summary of key ideas:
2. What did you learn from the chapter and its discussion?
3. Reaction: identify what someone said and react to it.
4. How did the seminar influence your thinking about the topic?
5. How will you use this thinking in the future?
6. Self-assessment (Rate yourself from 1 to 5 on the following, with 1 being low and 5 being high)

_____	Taking a position
_____	Using evidence to support a position
_____	Drawing another person into the discussion
_____	Asking a clarifying question
_____	Moving the discussion along

7. How would you rate the chapter discussion? (check one)

_____ Excellent (Everyone participated, listened, had good ideas, and did not interrupt.)

_____ Good (Generally, everyone participated, but the seminar could have better ideas and behaviors.)

_____ Fair (There was some side talk and interruptions; students were distracted.)

_____ Poor (There was excessive side talk and interruptions; students were rude.)

8. How would you rate the leader? (check one)

_____ Excellent (The leader engaged people, allowed for discussion and disagreement, listened carefully and kept the discussion focused on the text.)

_____ Good (The leader generally engaged people, listened carefully, and kept the discussion focused, though there was some limited discussion.)

_____ Fair (The leader engaged some people, kept the discussion focused on the text, but did not listen carefully and missed opportunities for follow up.)

_____ Poor (The leader engaged a few people, but did not keep the discussion focused on the text, so there was a lot of irrelevant conversation.)

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Course Resources/Bibliography

- Allen, J. (2004). *Tools for teaching content literacy*. Portland, Maine: Stenhouse Publishers
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