



Graduate School of Education

Rutgers, The State University of New Jersey

Learning and Teaching
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15:252:513 DIFFERENTIATING INSTRUCTION IN ENGLISH LANGUAGE ARTS

Fall 2021

3 CREDITS

Thursdays, 5:00-8:00pm

Online Hybrid

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Office Hours: By appointment (Email to Schedule)	Prerequisites or other limitations: Admission to the Teacher Education Program
Mode of Instruction: <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Directions about where to get permission numbers: Office of Academic Services (OSAS) ken.tufo@rutgers.edu

Rutgers University welcomes students with disabilities into all of the University’s educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentations: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Course Description

Learning Goals

This course is designed to help students:

1. Interrogate and reflect upon sociocultural theories of learning.
2. Develop and apply instructional strategies to sequence English Language Arts (ELA) content, skills, and standards to support student learning.

3. Practice thoughtful unit and lesson planning that differentiates instruction to meet student needs, interests, and identities.
4. Plan multiple types of lessons, including response to literature and informational text and argumentative writing.
5. Demonstrate differentiation in the design of formative and summative assessments.
6. Engage in understanding and implementation of culturally sustaining pedagogies in ELA classrooms.

*New Jersey Professional Standards for Teachers (2014)*¹

Standard Two: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

ii. Essential Knowledge

- 2) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth
- 5) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values

iii. Critical Dispositions:

- 1) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his or her full potential;
- 2) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests;
- 3) The teacher makes learners feel valued and helps them learn to value each other; and

Standard Three: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

ii. Essential Knowledge

- 1) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning;
- 3) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures;

iii. Critical Dispositions

- 1) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments;
- 2) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of

¹ <http://www.state.nj.us/education/code/current/title6a/chap9.pdf>

learning.

- 3) The teacher is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning; and
- 4) The teacher seeks to foster respectful communication among all members of the learning community.

Standard Five: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

ii. Essential Knowledge

- 6) The teacher understands communication modes and skills as vehicles for learning (for example, information gathering and processing) across disciplines as well as vehicles for expressing learning;

iii. Critical Dispositions

- 3) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

Standard Seven: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

ii. Essential Knowledge

- 2) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.
- 3) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning

iii. Critical Dispositions

- 1) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction
- 4) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

Standard Eight: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

ii. Essential Knowledge

- 2) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals;

iii. Critical Dispositions

- 1) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

*Council for the Accreditation of Education Professionals (2013)*²

Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE

Candidate Knowledge, Skills and Professional Dispositions

1.1 Candidates demonstrate an understanding of the *InTASC* standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. **Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

² http://caepnet.files.wordpress.com/2013/09/final_board_approved1.pdf

Course Catalog Description

This course will focus on understanding and implementing differentiated instruction in the English Language Arts in order to meet the needs of students who differ in terms of their previous school histories, linguistic backgrounds, cultural histories, etc.

Required Texts

Doubet, K., & Hockett, J. A. (2016). *Differentiation in middle & high school: strategies to engage all learners*. Hawker Brownlow Education.

Sousa, D. A., & Tomlinson, C. A. (2018). *Differentiation and the brain: how neuroscience supports the learner-friendly classroom*. ASCD.

Grading Policy

Evaluation of Written Work

All written work and presentations are expected to:

- Respond to the assigned task
- Present ideas in a clear, thoughtful, logical, and organized manner
- Demonstrate critical thinking, originality of thought, and creativity of expression
- Synthesize and reference course readings and discussions
- Reflect sound command of the conventions of the assignment's genre
- Adhere to the formatting of the assignment (usually 12-point Times New Roman font, double-spaced, 1-inch margins)
- Be submitted on time **(If you have not discussed an extension with me in advance of the due date, late assignments will be penalized one letter grade for each day they are late)**

Professionalism in the Classroom:

This class is designed to prepare you for the professional environment as well as to think critically about language. As a part of this process, students should be mindful how we “show up” in the classroom, including language, attire, and demeanor.

Grading Scale

90-100 =	A
87-89 =	B+
80-86 =	B
77-79 =	C+
70-76 =	C
60-69 =	D (cannot receive credit for course)

Academic Integrity Policy

Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to <http://academicintegrity.rutgers.edu/integrity.shtml> for a full explanation of policies.

Web Site

<https://canvas.rutgers.edu/> A specific Canvas page on this portal will be dedicated to this course.

Course Requirements

Attendance

If you are unable to attend a class, please contact me via email as soon as possible. This will allow me to send you materials from the missed class so you don't fall behind. In addition, please make sure that you talk to a fellow student who can collect extra handouts and help you catch up on what was discussed in your absence. **Your grade will be lowered if you miss more than two classes during the semester without checking in with me to discuss your circumstances.**

Participation

Class participation is crucial to your understanding and application of course content. You are expected to come to class prepared to discuss assigned readings and clinical placement experiences and to participate in class activities. I will take note of participation in every class. Please note that inappropriate/distracting use of technology (such as texting or using the internet for non-class related activities) will be addressed with you personally and will result in a lowering of your participation points for the day.

Summative Assessments

1. **Inclusive Classroom Community Plan:** A detailed exploration of the beginning-of-the-year relationship-building activities, routines, and philosophy/messaging about learning that you plan to utilize in your future classroom to create an inclusive community.
2. **Discussion Facilitation:** A 30-minute facilitation of one week's readings including interactive activities and multimedia components (completed in pairs).
3. **Differentiated Lesson Plan:** A detailed lesson plan (using the edTPA lesson plan template) drawn from the unit plan you complete for your Teaching Literacy class that focuses on reading comprehension/analysis and contains evidence of instructional/assessment differentiation (completed individually).

4. **Revised Differentiated Unit/Lesson Plan:** An annotated and revised copy of the unit plan you complete for your Teaching Literacy class and the lesson plan based on a hypothetical set of specific student learning needs (completed as a group).

Summary of Requirements

Assessment	Points	Due Date
Inclusive Classroom Community Plan (Individual)	20	October 7
Discussion Facilitation (Pair)	15	Varies
Differentiated Lesson Plan (Individual)	30	November 11
Revised Differentiated Unit/Lesson Plan (Group)	20	December 9
Preparation and Participation (Individual)	15	Cumulative

Course Schedule by Week

Week	Topics to be Covered	Assignments & Readings
Week 1: Sept. 2 nd	Introduction to Differentiation	
Week 2: Sept. 9 th	Inclusivity & Intersectionality How can we create inclusive classroom communities grounded in values of equity and justice?	- Annamma, S. & Winn, M. (2019). Transforming our mission: Animating teacher education through intersectional justice.
Week 3: Sept. 16 th	Core Principles of Differentiation What are the core principles of differentiated instruction?	- Sousa & Tomlinson, Intro & Ch. 1 - Doubet & Hockett, Ch. 1 - Dunn, P. (2010). Re-seeing (dis)ability: Ten suggestions. <i>Discussion Facilitation Pair 1</i>

<p>Week 4: Sept. 23rd</p>	<p>Mindset</p> <p>What is the role of mindset in creating effective and differentiated learning experiences?</p>	<ul style="list-style-type: none"> - Sousa & Tomlinson, Ch. 2 - Doubet & Hockett, Ch. 2 - De Mers, K. (2010). “The brain within its groove”: Language and struggling students. <p><i>Discussion Facilitation Pair 2</i></p>
<p>Week 5: Sept. 30th</p>	<p>Curriculum & Differentiation</p> <p>How do we design curricula that supports differentiation?</p>	<ul style="list-style-type: none"> - Sousa & Tomlinson, Ch. 3 - Doubet & Hockett, Ch. 4 - Blair, J. (2017). Using Shakespeare to debunk myths about disability. <p><i>Discussion Facilitation Pair 3</i></p>
<p>Week 6: Oct. 7th</p>	<p>Critical Friends</p> <p>How do we give and receive constructive feedback in order to improve our instruction?</p>	<p><i>Due: Inclusive Classroom Community Plan</i></p>
<p>Week 7: Oct. 14th</p>	<p>Assessment</p> <p>What is the role of assessment in differentiated practices?</p>	<ul style="list-style-type: none"> - Sousa & Tomlinson, Ch. 4 - Doubet & Hockett, Ch. 3 & 6 - Marshall, J. (2016). Quality teaching: Seven apps . . <p><i>Discussion Facilitation Pair 4</i></p>
<p>Week 8: Oct. 21st</p>	<p>Knowledge of Students</p> <p>How can we leverage our knowledge of students’ personal, community, and school identities and abilities to create authentic learning environments?</p>	<ul style="list-style-type: none"> - Sousa & Tomlinson, Ch. 5 - Doubet & Hockett, Ch. 7 - Gomes, C. (2010). Navigating through social norms, negotiating place. <p><i>Discussion Facilitation Pair 5</i></p>
<p>Week 9: Oct. 28th</p>	<p>Student Interest</p> <p>What is the role of student voice in differentiated instruction?</p>	<ul style="list-style-type: none"> - Sousa & Tomlinson, Ch. 6 - Doubet & Hockett, Ch. 5 - Simos, E. (2015). Genius hour: Critical inquiry and differentiation. <p><i>Discussion Facilitation Pair 6</i></p>

<p>Week 10: Nov. 4th</p>	<p>Learning Styles</p> <p>How can we tap into the ways that our students learn best when planning and delivering instruction?</p>	<ul style="list-style-type: none"> - Sousa & Tomlinson, Ch. 7 - Doubet & Hockett, Ch. 8 - Seglem, R. & VanZant, M. (2010). Privileging students’ voices: A co-teaching philosophy that evokes excellence in all learners. <p><i>Discussion Facilitation Pair 7</i></p>
<p>Week 11: Nov. 11th</p>	<p>Reflection and Praxis</p> <p>In what areas of instruction do we need to improve our practice? How can we learn more?</p>	<p><i>Due: Differentiated Lesson Plan</i></p>
<p>Week 12: Nov. 18th</p>	<p>Classroom Community</p> <p>How can we enlist resources and support in maintaining an inclusive classroom environment?</p>	<ul style="list-style-type: none"> - Sousa & Tomlinson, Ch. 8 - Doubet & Hockett, Ch. 9 - Nurenberg, D. (2015). Honoring all learners: The case for embedded honors in heterogenous ELA classrooms. <p><i>Discussion Facilitation Pair 8</i></p>
<p>Week 13: Dec. 2nd</p>	<p>NO CLASS – Group Work Meetings</p>	
<p>Week 14: Dec. 9th</p>	<p>We Contain Multitudes</p> <p>How do we teach to meet the needs of all students?</p>	<p><i>Due: Revised Differentiated Unit/Lesson Plan</i></p>