

Course: *Creating Differentiated Units for the Secondary ELA Classroom*

1) **Dates of Course**

This course is set to run: March 14, 2012 – May 2, 2012

2) **Course Description**

This course will go beyond discussion and research of differentiated instruction. Participants will focus on the creation of materials and units of study useful for the secondary ELA classroom that are aligned with the NYS Standards. All participants will develop, generate, and share material to enhance the learning experience of their students and enrich the secondary ELA classroom.

3) **Course Goals, Outcomes, and Objectives**

The students will:

- Define differentiated instruction.
- Locate and explain differentiation strategies/techniques.
- List ways they currently differentiate instruction in their classroom.
- Explain the content, process, product methodology.
- Distinguish the difference between formal and informal assessments.
- Explain the importance of using formative assessments.
- Reflect on own teaching practices and classroom environment.
- Translate research into practice and generate a tiered lesson.
- Formulate own philosophy on differentiated instruction.
- Identify the benefits and/or pitfalls of differentiated instruction.
- Form an opinion justifying the use of differentiated instruction in the classroom.
- Find at least three supporting facts, examples, or research to justify their opinion.
- Create a differentiated unit of study for the secondary ELA classroom using strategies/techniques they have discovered on their own or in the course.
- Use a rubric to assess and evaluate their unit for effective differentiation.

4) **A Bit About Me!**

Before we begin our journey I would like to give you some background information about myself. I hold a Bachelor of Science Degree in Elementary Education, a Master of Science Degree in Special Education from Long Island University – C.W. Post Campus, and a Certificate of Advanced Study in Educational Leadership from the College of Saint Rose. Currently I am in my eighth year of teaching and I am a secondary special education teacher in the Eastport South Manor Central School District, located in eastern Long Island, teaching a 12:1:1 self-contained class. I began my teaching career as an elementary special education teacher in a District 75 school located in Queens, New York. I have attended various trainings on differentiated instruction including 3 with educational consultant Judy Dodge. As a special education teacher it has always seemed second nature to me to differentiate instruction for my students and most, if not all of you, already differentiate you just may not realize it! I have worked with the English department at the jr./sr. high school on utilizing manipulatives and technology to further differentiate instruction at the secondary level in an ELA classroom.

Throughout the course I will be providing you with various virtual references and

feedback to help you along the way. I'm looking forward to working with you!

5) NYS Standards Addressed

ELA

- **Standard 1** Students will read, write, listen, and speak for information and understanding.
- **Standard 3** Students will read, write, listen, and speak for critical analysis and evaluation.
- **Standard 4** Students will read, write, listen, and speak for social interaction.

MST

- **Standard 2** Information Systems-Students will access, generate, process, and transfer information using appropriate technologies.

6) Contact Information

Mrs. Cheryl Harvey
cmetz3679@yahoo.com

7) Prerequisite Skills/Requirements

Microsoft Word will be used. Creating, downloading and attaching documents are part of the assignments.

Access to the Internet and email is mandatory. The ability to use a search engine and open PDF files is required.

8) Any software that will be required

Microsoft Word, Adobe (for PDF) files

9) How you will determine your recommendation for in-service credit

To receive full in-service credit students must be active satisfactory participants. This includes submitting completed assignments on time.

Students who plagiarize will not receive in-service credit. Normally accepted online behavior is required. Less than satisfactory work or behavior will result in a prorating of in-service hours awarded.

In-service hours recommended will be directly associated with the course outcomes.

10) Grading Policy

C+

100%

Well done and no response to another participant was needed

C

100%

Well done and includes an appropriate response to another participant

C-

80%

Well done however, no response or an incomplete response to another participant

INC+

50%

Not fully developed but includes a complete response to another participant

INC-

25%

Not fully developed and an incomplete or missing response to another participant

NS+

15%

Not submitted with an appropriate response to another participant

NS-

0%

Not submitted and an incomplete or missing response to another participant

Late (plus the above)

Lose additional 20 points from the above – if prior approval from instructor is not obtained. (Approval is only given in rare cases - hospitalization, etc. – vacations do not count!)