



**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*** **Course Requirements**

### **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](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 **Title Page** 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 **Quality of the Overall Paper**, 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. **Activity Description**: 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. **Learning Objectives**: Write specific learning objectives for each activity. Include what you wish to achieve and how you will accomplish it.
  - C. **Appropriateness of Activities for Targeted Students**: Explain how the activities meet appropriate developmental needs of the participants/students.
  - D. **Correlation of Activities to the Seminar**: Discuss how the activities relate to the seminar content.
  - E. **Student Evaluation and Assessment**: 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. **Self Evaluation**: 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](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.

<b>Rubric for CTE /Time to Teach - Differentiated Instruction One Day Seminar and Practicum</b>			
<b>Name:</b>		<b>Course Title:</b> Differentiated Instructional Strategies for Student Motivation and Engagement	
<b>Address:</b>		<b>Grader:</b>	
<b>Date:</b>		<b>No. of Graduate Level Semester Credits (1,2, or 3):</b>	
<b>PRACTICUM (0-20 points)</b>		<b>ESSAYS (0-20 points) or (0-30 points)</b>	
<b>COMPONENTS</b>	<b>Pts.</b>	<b>WRITING ASSIGNMENTS</b>	
<b>Title Page (0-2 points)</b>		10 - Topic is addressed thoroughly and is required length. Presentation of materials is well organized with correct grammar, spelling & punctuation	
2 - Includes all required information		8 - Topic reflects good effort. Presentation of materials is adequate but needs attention to grammar, spelling, punctuation and/or organization.	
1 - Most information included		6 - Topic is addressed but significantly less than required length.	
0 - Incomplete or not included with practicum		4 - Assignment is not thorough and/or does not relate to topic. Materials are difficult to read, poorly organized, and/or less than required length	
<b>Activity Description (0-4 points)</b>		2- Inappropriate to course goals, or does not follow course requirements	
4 - Outstanding, detailed descriptions of all activities		0- Assignment is missing	
3 - Good, detailed descriptions of all activities			
2 - Good descriptions of most activities			
1 - Most activities only meet minimum standard			
0 - All descriptions are incomplete or poor			
<b>Learning Objectives (0-3 points)</b>		<b>Writing Assignments (2 for 2 credits; 3 for 3 credits)</b>	
3 - Goals and objectives written clearly and specifically		Writing Assignment 1	
2 - Goals and objectives stated in general or vague terms		Writing Assignment 2	
1 - Goals and objectives not included with every activity		Writing Assignment 3	
0 - Goals and objectives not included at all			
<b>Appropriateness of Activities (0-1 point)</b>		<b>Total points Writing Assignments</b>	
1 - Activities appropriate for grade and ability levels		Comments:	
0 - Activities inappropriate or targeted students not defined			
<b>Correlation of Activities to Seminar (0-1 point)</b>			
1 - All activities correlated to seminar topic			
0 - Correlation of activities to seminar was unclear			
<b>Student Evaluation and Assessment (0-2 points)</b>		<b>TOTAL POINTS (two-credit assignment)</b>	
2 - Thorough & relates clearly to learning objectives		<b>GRADE (two-credit assignment)</b>	
1 - Evaluation not detailed or unrelated to objectives		<b>GRADE SCALE: A = 40 - 36, B = 35 - 32, C = 31 - 28</b>	
0 - Evaluation not present in all activities or too general/vague		<b>No Pass = 27 - Below</b>	
<b>Self-Evaluation (0-2 point)</b>		<b>TOTAL POINTS (three-credit assignment)</b>	
2 - Self evaluation is thorough and detailed		<b>GRADE (three-credit assignment)</b>	
1 - Self evaluation is too general/vague or missing		<b>GRADE SCALE: A = 50 - 45, B = 44 - 40, C = 39 - 35</b>	
0 - Self evaluation is absent		<b>No Pass = 34 - Below</b>	
<b>Quality of Overall Practicum (0-2 points)</b>		<b>Comments:</b>	
2 - Graduate quality in all areas			
1 - Some format, grammar, punctuation, and spelling errors			
0 - Significantly less than required length			
<b>Documentation (0-3 points)</b>			
3 - Appropriate documentation for every activity			
2 - Appropriate documentation for 2 out of 3 activities			
1 - Appropriate documentation for 1 activity			
0 - No examples of documentation are included			
<b>TOTAL POINTS</b>			
<b>GRADE (one-credit assignment)</b>		<b>QUESTIONS?</b> k12@brandman.edu or phone 800-632-0094	
<b>GRADE SCALE: A = 20 - 18, B = 17 - 16, C = 15 - 14</b>			
<b>No Pass = 13 - Below</b>			
Office Use Only: Brandman ID Number:			