

Meeting Notes 12/3/2018

Use these documents to frame our course objectives:

Higher Education Act:

Title II – Teacher Quality Enhancement 20 USC 1021 Paragraph (23)(D)(iii) “focus on the identification of students’ specific learning needs, particularly students with disabilities, students who are limited English proficient, *students who are gifted and talented*, and students with low literacy levels, and the tailoring of academic instruction to such needs;”

Title II – Part A – Teacher Quality Partnership Grants 20 USC 1022a Section 202(d)(1)(B)(ii)(IV)(aa) “meet the specific learning needs of all students, including students with disabilities, students who are limited English proficient, *students who are gifted and talented*, students with low literacy levels and, as applicable, children in early childhood education programs; and”

InTASC Standards

2: Learner 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.

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.

Possible Textbooks:

Howard, G. (2016). *We Can't Teach What We Don't Know*. Teachers' College Press. ISBN 978-0-8077-5731-4 \$26.35

Tomlinson, C. (2013). *Leading and Managing a Differentiated Classroom*. ASCD. ISBN 978-1-4166 \$12.95

Roberts, J., & Inman, T. (2015). *Strategies for Differentiating Instruction: Best practices for the classroom*. Prufrock Press: 978-1-61821-279-5 \$29.95

Course Design:

The first half of the semester would be devoted to diversity. The second half of the semester would focus on differentiation in the classroom.

Possible Topics for the Course:

- Best Practices / Strategies for Differentiation
- Awareness of diverse populations
- Appropriately high expectations
- Getting rid of “deficit thinking”
- Fostering a Growth Mindset in teachers
- Culture: Gender, Religion, Families, Ethnicity
- Poverty
- Rural vs. Urban differences
- Bias
- Opportunity (lack thereof) and readiness for learning
- Differentiation
 - Pre-Assessment
 - Tiered Lessons
 - Assessment
- Classroom culture: creating an environment that is a community supporting individual needs.
- Universal Design for Learning
- Collaboration and Co-Teaching
- Managing a differentiated classroom

Would like to have an aspect of “theory into practice”

Next steps:

Discuss course delivery methods

Discuss field hours

Create course content description

Create catalog description

Create learning objectives