Erie Strong Vincent High School

PLN 13 Course Syllabus

Fall Semester--2013

**PLN 13 Literacy Study Group (EDCE638B)**

**Differentiated Instructional Strategies for the Block Schedule**

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This seminar is a 4 ½ graduate level course that provides an opportunity for educators to take an in-depth look at a research-based, professional text that focuses on best practices in reading/writing literacy and numeracy in block scheduling. We will be exploring planning differentiated instructional strategies within a block schedule framework. We will be using *Differentiated Instructional Strategies* *for the Block Schedule* by Gayle H. Gregory and Lynne E. Herndon as the course text.  
  
In addition to an in-depth exploration connected to the content of the selected text, participants learn a variety of ways to approach book talks that encourage rich, meaningful discussions. Participants engage in a range of group reading talks, socratic seminars, and strategies for accessing text content and are encouraged to try these techniques with their students. The text will be provided. Participants will be evaluated on the reading discussions each session as well as reflective essays discussing the instructional strategies implemented in their classrooms and their effectiveness. The final project consists of the development of five integrated BDA block lessons approximately 90 minutes in length.

**Course Requirements and Evaluation**

* punctual attendance at all class sessions – tardiness and absence from class will affect final grade
* active participation in discussions and activities in class and online
* completion of all readings
* completion of required journals
* completion of a final project—5 BDA Lessons

**SESSION 1: Block Scheduling: The Why and How-- September 14, 2013**

Overview

Introduction—Chapter 1

* Why the block?
* Why differentiation?
* Who are the learners?

Who Are the Learners?—Chapter 2

* Learning and thinking styles
* Emotional intelligences
* Meeting the needs of individual learners

Planning for Instruction—Chapter 3

* Curriculum design
* Considerations for planning
* Meeting the needs of individual learners

**SESSION 2: Planning and Classroom Management in the Classroom—October 12, 2013**

Classroom Management—Chapter 4

* Effective management of physical space and time
* Discipline, rules, and procedures
* Student responsibility

Brain-Based Learning—Chapter 5

* Accessing prior knowledge
* Promoting higher-level thinking

Lesson Plans in Action—Chapter 6

* Strategies for mini-lectures
* Note-taking strategies
* Strategies for using textbooks

**SESSION 3: Evidence-Based Practices and Assessing Student Learning—November 9, 2013**

Evidence-Based Best Practices—Chapter 7

* The essential nine strategies
* Cubing

Cooperative Learning—Chapter 8

* Planning cooperative lessons
* Grouping students
* Assessing cooperative learning

Assessing Student Learning—Chapter 9

* Assessment process
* Student understanding

**SESSION 4: Formative and Summative Assessments in the Block Schedule—December 7, 2013**

Using Assessment to Adjust, Compact, and Group—Chapter 10

* Formative versus summative assessment
* Curriculum compacting
* Flexible grouping

Technology Integration—Chapter 11

* Why use technology?
* Differentiating instruction with technology

Final Thoughts—Chapter 12

* Lessons learned
* Checklists for teaching in extended periods of instructional time

**Discussion Wikispace:**

[www.thefacultyroom.wikispaces.com](http://www.thefacultyroom.wikispaces.com)

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