RED4654 Foundations and Applications of Differentiated Instruction

Course Description:

The student will apply research-based best practices in educational neuroscience research related to the instruction of reading. Using knowledge of diverse learners, the student will apply intensive, explicit, multisensory sequential approaches and instructional practices by differentiating the process, product, or context of their reading instruction, and providing scaffolds to enhance comprehension in all content areas. This is the fourth of five courses that lead to the Florida Department of Education Reading Endorsement. This course corresponds to Competency 4. Prerequisite: RED4541. (3 hr. lecture)

Course Competency	Learning Outcomes
Competency 1: The student will apply research-based intensive, explicit, multisensory sequential approaches and instructional practices by differentiating process, product, and context as they engage in a systematic problem-solving process by:	1. Communication 3. Critical thinking
1. Recognizing and applying knowledge of socio-cultural, socio-political and psychological variables to differentiate reading instruction for all students. 2. Describing the stages of English language acquisition for English language learners and differentiate reading instruction for students at different levels of English language proficiency. 3. Explaining and applying current theories of second language acquisition to differentiate instruction for English language learners of diverse backgrounds and various levels of prior education. 4. Identifying factors impeding student reading development in each of the reading components or the integration of these components. 5. Discussing how characteristics of both language and cognitive development impact reading proficiency. 6. Recognizing the characteristics of proficient readers to more effectively differentiate instruction. 7. Comparing and contrasting the language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities. 8. Appraising and selecting developmentally appropriate materials that address sociocultural and linguistic differences. 9. Developing a plan for instruction that utilizes increasingly complex print and digital text, embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups. 10. Differentiating reading instruction for English language learners with various levels of first language literacy.	

11. Scaffolding instruction for students having difficulty in each of the components of reading. 12. Implementing a classroom level plan for monitoring student reading progress and differentiating instruction. 13. Monitoring student progress and using data to differentiate instruction for all students. 14. Implementing research-based practices in comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary to differentiate instruction for all students. 15. Implementing research-based instructional practices for developing students' higher-order thinking. 16. Implementing research-based instructional practices for developing students' ability to read critically. 17. Implementing research-based instructional practices using writing to develop students' comprehension of text. 18. Implementing appropriate and allowable instructional accommodations as specified in the Individual Education Plan or 504 Plan when differentiating instruction for students with disabilities. 19. Modifying assessment and instruction for students with significant cognitive disabilities while maintaining high expectations for achievement that reflect appropriate levels of access to general education instruction. 20. Applying intensive, explicit, systematic, multisensory, sequential approaches and instruction to improve memory and written language. 21. Applying intensive, explicit, systematic, multisensory sequential approaches and instructional practices, including the use of all learning pathways in the brain (i.e., visual, auditory, kinesthetic-tactile) to enhance memory and learning of written language.	
Competency 2: The student will be familiar with and be able to select, adapt, and use a wide range of standards-based materials, resources, and technologies by:	5. Cultural / Global Perspective 8. Computer / Technology Usage
1. Preparing culturally responsive/sensitive, age-appropriate and linguistically accessible materials for ELLs of diverse backgrounds and varying English proficiency levels. 2. Organizing a variety of materials and other resources including L1 resources, for ELLs to develop language and content-area skills. 3. Evaluating technological resources to enhance language and content-area instruction for ELLs of diverse backgrounds and varying English proficiency levels.	
Competency 3: The student will know, select, and adapt a wide range of standards-based materials, resources, and technologies by:	4. Information Literacy 8. Computer / Technology Usage
1. Selecting and adapting culturally responsive/sensitive, age-appropriate, and linguistically accessible materials. 2. Selecting and adapting a variety of materials and other resources including L1 resources, appropriate to ELLs' developing English language and literacy. 3. Comparing and selecting technological resources to enhance instruction for ELLs of diverse backgrounds and at varying English proficiency levels.	