



# Touro University Nevada

## Differentiated Classroom ASC Program

### 18- CREDIT HOUR PROGRAM

#### DIFFERENTIATED CLASSROOM

This course will develop a student's ability to relate to differentiated teaching and assessing through multiple intelligences in order to provide a rationale for using alternative assessment techniques currently popular in reform-based education. At the completion of the course the students will have gained more knowledge in the following areas: differentiated instruction, teaching in a mixed ability classroom, and classroom management.

#### COMPLETE COURSE LISTINGS

##### **CTEV 684 Motivating Underachievers with RTI and DI** (3 Credits)

Every classroom teacher looks for ways to motivate, teach, and assess unmotivated students, those who are not working to their potential. In this practical, hands-on course, Dr. Carolyn Coil helps educators design interventions that help unmotivated students improve academic achievement and classroom behavior. She analyzes causes for underachievement, then helps teachers in the classroom identify the various learning styles and modalities that help students overcome their challenges. Early in the course, she explains why assessment is a critical aspect of differentiating instruction and focuses on assessment tools, Progress Monitoring Forms, Achiever Rubrics, and learning checklists that serve as tools to track what is working with individual students and what is not. Dr. Coil's approach is both strategic and pragmatic. She demonstrates how differentiated instruction [DI] incorporates different levels of learning, adjustments in timing, and setting expectations for students involved in different classroom activities requiring different skills, each according to his or her needs. She shows how Response to Intervention [RTI] provides for targeted interventions, academic and behavioral screening for all students, and frequent monitoring of particular students. After completing this course, participants will have an excellent blueprint for implementing both differentiated instruction and RTI in their classrooms, helping their students to become lifelong and motivated learners.

##### **CTEV 685 Challenging Gifted & All Students with Cluster Grouping Model** (3 Credits)

In this course, you will explore the pedagogical approach of flipped learning. You will gain an understanding of the theories that influenced its development as well as tools for designing and implementing both a flipped lesson and unit plan. Additionally, you will learn how to obtain buy-in from stakeholders, thus ensuring your implementation is successful. In the end, you will discover ways to combine flipped learning with other strategies to take your flipped classroom to another level.

##### **CTEV 686 Grading and Reporting for All Student** (3 Credits)

While educational objectives and strategies have changed dramatically over the last century, grading practices have not kept up. Many experts in the field and practitioners find that current systems result in grades that are inaccurate, unfair, and often meaningless in what they communicate to their audiences. This course will help educators assess their grading practices and make modifications based on standards-based grading that provide students, their parents, and their teachers with precise information about where the student is succeeding and where he or she is struggling and what the teacher and student need to do differently to facilitate that student's continued achievement. Expert presenters Thomas Guskey and Lee Ann Jung look closely at tradition systems like percentages and letter grades, averaging, and assigning zeros that they argue fail students. They detail an Inclusive Grading Model that will enable educators to assess all their students—including such exceptional students as students with learning disabilities, English language learners, and gifted students—in a manner that serves those whom they should serve most: the students themselves.



**NO APPLICATION FEE!**

If interested,  
please complete  
the TUN admission  
application

**FOR MORE INFORMATION  
CALL**

**702-777-1779**

**OR EMAIL**

**[admissions@tun.touro.edu](mailto:admissions@tun.touro.edu)**

**[www.tun.touro.edu](http://www.tun.touro.edu)**



# Differentiated Classroom ASC Program Course Listings Cont.

## **CTEV 687 Becoming a Reflective Teacher** (3 Credits)

In this course, Dr. Robert J. Marzano, CEO of the Marzano Research Lab, posits teaching as a collection of skills that benefit from practice and reflection. He assists participants in developing those skills by reflecting on their personal strengths and weaknesses in relation to nine critical design questions, setting growth goals, engaging in focused practice to meet those goals, and soliciting feedback from students and colleagues. Participants will learn from a workshop setting, classroom footage, interviews, and models of reflection-in-process how to use systematic reflection to improve their practice in order to affect student achievement.

## **CTEV 688 Differentiation and Assessment for Middle School** (3 Credits)

In this energetic course, Rick Wormeli brings his extensive expertise and boundless energy to the vital discussion of creating 21st century classrooms that allow for the success of each individual student. He makes a strong argument for the necessity of creating differentiated instruction and assessment in our middle schools and indeed, throughout the educational process. The class begins with a critical question to educators; how can we change the culture of our schools? It's noted that the traditional lecture and assessment methods that assume all kids learn the same way are not correct. Wormeli presents evidence of the value of knowing the students well and learning how to differentiate instruction to accommodate their needs. Using current research by noted experts in the field, such as Rick Stiggins, Steven Covey, Carol Ann Tomlinson and Howard Gardner, he introduces educators to the essential techniques in creating differentiated learning environments and the rationale for implementing them.

## **CTEV 689 Differentiation and the Brain** (3 Credits)

Research is revealing so much about how the brain learns that educators can no longer ignore the implications of these discoveries for educational practice. Teachers need to find ways to use this brain research to develop strategies that will allow students to succeed in classrooms with a diverse mix of student readiness, interest, and learning profile. This course, led by expert presenters Carol Ann Tomlinson and David A. Sousa, offers a model for teachers in setting up a differentiated and brain-friendly classroom. Through workshop and classroom footage and interviews with practitioners, participants will explore how teachers' and students' mindsets affect differentiation and learn how to develop learning environments most conducive to differentiation.



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