Herzog Global Course Syllabus

Differentiating Instruction in the Jewish Studies Classroom

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This course introduces Differentiating Instruction (DI) as a pedagogical framework for giving a broad range of students access to the content and skills that teachers hope to develop in a *Limudei Kodesh* classroom. Every class throughout primary and secondary education is composed of diverse learners, regardless of whether it is tracked by skill level. This reality behooves teachers to consider the varied skills, learning profiles, and interests of their students and plan instruction accordingly. Beginning with a framework to define and shape the parameters of DI, you will explore and practice approaches toward enhancing the education experiences of all students in *Limudei Kodesh* settings.

Each unit will include:

1) An explanation of the aspect of DI that we will be exploring that week
2) Opportunities to practice identifying and/or creating pedagogical strategies that support DI within *Limudei Kodesh* classes
3) Feedback to support your growth in developing these skills

COURSE OUTLINE

Unit 1: Introduction to Differentiating Instruction
Asynchronous

~Meet your fellow students

~Learn the essential framework for DI: diversifying the contents, processes, and products of learning to support the varied skill levels, learning profiles, and interests of students

~Train in identifying the components of DI within a lesson plan

Unit 2: The Demands of a Lesson
Asynchronous

~Explore neurodevelopmental constructs that *Limudei Kodesh* most frequently mobilize: Language, Spatial Ordering, Temporal-Sequential Ordering, Higher Order Cognition

~Analyze the neurodevelopmental demands of lessons and units in *Limudei Kodesh*

Unit 3: Content
Asynchronous

~Study approaches for differentiating the <u>content</u> of what students learn, in response to their learning profiles and skill levels

~Practice modifying amount and depth of <u>content</u> to account for student variability in Language and Higher Order Cognition

Unit 4: Process, Part I
Asynchronous

~Deepen your understanding of <u>process</u> in DI: **how** students learn content and skills

~Discover tiering as a strategy for differentiating <u>process</u> to support various learning profiles

~Classify how tiered work can account for variability in students' Language, Spatial Ordering, Temporal-Sequential Ordering, and Higher Order Cognition

Unit 5: Process, Part II
Synchronous

~Experience stations as a structure for differentiating the <u>process</u> and access points for learning

Unit 6: Pre-Assessment and Ongoing Assessment
Asynchronous

~Learn about pre-assessment and ongoing assessment as tools germane to DI

~Practice identifying skills and content for pre-assessment in a unit of study

~Compose exit tickets for sample lessons as practice for ongoing assessment

Unit 7: Product, Part I
Asynchronous

~Study the neurodevelopmental construct of Memory as it relates to recall-based assessments

~Explore the <u>product</u> options teachers can offer students to demonstrate their learning

~Determine the skills/content a teacher might assess formatively and summatively in a given unit

Unit 8: Product, Part II
Asynchronous

~Discover choice boards as a structure for offering students <u>product</u> options

~Create a choice board for a given lesson

~Discuss the place of choice versus teacher-directed differentiation in <u>product</u>

Unit 9: Language
Asynchronous

~Deepen your understanding of how the neurodevelopmental construct of Language can make learning accessible or challenging for students in *Limudei Kodesh*

~Evaluate the Language demands within Biblical and Rabbinic texts

~Practice identifying tiered <u>content</u>, <u>process</u> and <u>product</u> for Language abilities

Unit 10: Interest
Asynchronous

~Explore the importance of students' personal interests and preferences in their learning, and how they can help shape DI

~Apply previous weeks' reflections on student choice toward designing options for <u>content</u>, <u>process</u> and <u>product</u>

Unit 11: DI for Enrichment
Asynchronous

~Learn how to identify students who would benefit from enriched studies

~Survey strategies for challenging students whose Language and Higher Order Cognition skills are above grade level, within a heterogeneous class

~Create enrichment-level work for a given unit plan

Unit 12: Classroom Ecology
Synchronous

~Learn about aspects of classroom culture that support DI

~Discuss challenges to implementing DI and how they can be addressed

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