## CISE 4379
### Differentiated Pedagogy

<table>
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<tr>
<th>OBJECTIVES/LEARNING OUTCOMES</th>
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<td><strong>The Candidate will:</strong></td>
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| Demonstrate an understanding of instructional planning by providing differentiated instruction that engages students and promotes success. | *Complete classroom activities appropriately incorporating terms and concepts*  
*Large-group and small group discussions and textbook readings* | Matrix Assignment  
Menu Assignment  
Special Education Analysis  
Reflections in Field Experience  
Logs/Conversation with Mentor Teacher | 1ci-iii  
1di  
2ai  
2bi  
2ciii  
4bi  
5aii  
5di | 3a  
5a-c  
7a |
| Identify instructional strategies that align methods and techniques to diverse learners. | *Large-group and small group discussions*  
*Plan for delivery* | Lesson Plan  
Unit Plan  
Matrix Assignment  
Tiered Lesson Plan  
Special Education Analysis | 1ai  
1ci-iii  
1di  
2b1 & ii  
2ciii  
3ci  
5di | 5a-c |
| Develop technology-rich instruction, which provides for students’ learning styles and needs. | *Plan for delivery*  
*Presentation of technology incorporation to large-group* | Tech-Tac-Toe Assignment  
Apps We Love presentation | 1biii  
1ei iii | 2c  
3a&b  
4b |
| Plan instruction that motivates students to meet learning goals. | *Large-group and small group discussions and textbook readings*  
*Plan for delivery*  
*Presentation of technology incorporation to large-group* | Lesson Plan  
Unit Plan  
Special Education Analysis | 1ai  
1bi  
1di  
2ai  
3ci  
5di | 5a-c |
| Construct lessons that use differentiated instruction in a way that accommodates diversity among learners, i.e., cognitive abilities, learning styles, socioeconomic and family factors, readiness, learning pace, gender, cultural influences, and confidence. | *Plan for delivery*  
*Presentation of technology incorporation to large-group*  
*Large-group and small group discussions and textbook readings* | Lesson Plan  
Unit Plan  
Special Education Analysis | 1ai  
1bii & iii  
1di  
2bii | 6b |
| Adhere to expectations for attendance, professional appearances, decorum, procedural, ethical, legal and statutory responsibilities including following policies and procedures at his/her specific school placement. | *Self-reflection*  
*Plan for delivery*  
*Large-group and small group discussions* | Reflections in Field Experience  
Logs/Conversation with Mentor Teacher  
Mentor T-TESS feedback on 2 lessons; Professor T-TESS feedback on lesson | 4aii  
4di-iv  
6ai-iii  
6bi&ii  
6ci&ii  
6di-iii | 1a-c  
4d |