



College of Education, Health, and Human Services

The attached proposal is submitted by the EHHS Office of Professional Development and Outreach for Curriculum Committee review:

- Foundations, Leadership and Administration
Lifespan Development and Educational Sciences
XXX Teaching, Learning and Curriculum Studies
Health Sciences

(Course # CI 50093) (Instructor: Kathy Frazier & Deborah Walker)
Workshop title: The Art of Differentiation through Curriculum Connections

- XXXX Workshop (2 credit hours)
Conference/Institute
Special Topics Off-Campus Course

email approval next page 9/25/2014
James Henderson, Program Coordinator Approval Date
[Signature] 10/03/2014
Davison Mupinga, School Curriculum Committee Approval Date
[Signature] 10/2/14
Alexa Sandmann, School Director Approval Date
Catherine Hackney, College Dean Approval Date

Comments:

COCHRAN, ELIZABETH

Subject: FW: CI new workshop proposal

From: HENDERSON, JAMES
Sent: Thursday, September 25, 2014 6:53 AM
To: COCHRAN, ELIZABETH
Cc: GORNIK, ROSEMARY
Subject: Re: CI new workshop proposal

Elizabeth,

The proposal looks good. You have my approval as C&I Program Area coordinator.

Dr. James Henderson
Professor of Curriculum Studies
Coordinator of C&I Master's and Ph.D. Programs
404 White Hall
Kent State University
Kent, OH 44242
330-672-0631

From: COCHRAN, ELIZABETH
Sent: Wednesday, September 24, 2014 3:58 PM
To: HENDERSON, JAMES
Cc: GORNIK, ROSEMARY
Subject: CI new workshop proposal

Dr. Henderson,

I left with Sherry Ernsberger a new CI workshop proposal (The Art of Differentiation through Curriculum Connections) to give to you, since she knows your schedule better than I do. I was planning on submitting this proposal to the November TLC curriculum committee meeting. Susan Augustine asked that if you feel you can approve it this week (by Friday the 26th?), she would like to include it in the October TLC curriculum committee meeting since the agenda is very light.

Attached is a copy of the proposal. If possible, could you review and if possible, even send me an email approval, and I'll try to get it on the October TLC curriculum agenda?

If not approved, could you let me know what revisions, etc. are needed?

Thank you.

Elizabeth Cochran

Office of Professional Development & Outreach
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College of Education, Health and Human Services
Office of Professional Development and Outreach

WORKSHOP PROPOSAL FORM

Workshop Title: The Art of Differentiation through Curriculum Connections

1 credit = 15 instructional hours + 22.5 hours of out-of-class assignments (total 37.5 clock hours)
2 credits = 30 instructional hours + 45 hours of out-of-class assignments (total 75 clock hours)
3 credits = 45 instructional hours + 67.5 hours of out-of-class assignments (total 112.5 clock hours)
(Breaks and lunch hours may not be included as instructional hours)

 2 Specify number of credits Undergraduate XXX Graduate
 Non-Credit

Associations/Agencies from which CEU Approval Should Be Requested:

Instructor Information:

Name of instructor: Kathy Frazier, Deborah Walker
Highest degree: Kathy Frazier EdS, Deborah Walk MA
Degree granting institution: Kent State University Year: Spring 2015

Instructor Status:

 Current KSU faculty
Faculty rank/department _____

 First time instructor for KSU
*First time instructors offering a graduate credit workshop must be granted temporary graduate faculty status (updated annually).
Please include curriculum vita with this proposal.*

 X Returning instructor (Date of last KSU workshop/course taught:
(Frazier & Walker, Summer 2010, SPED workshop) Challenging Encounters
(Frazier, Fall 2012 Portage County ESC, SPED workshop) Power Up Your Creative Mind

Brief Instructor(s) Profile:

Kathy Frazier is the gifted education specialist at Orange City Schools and an adjunct professor at Kent State University and Walsh University. She has taught first through third grade and gifted education K-12. A graduate of Kent State University, she has a bachelors and masters degree in Early Childhood Education and an Educational Specialist Degree in Elementary Education and K-12 Gifted Education. She is a National Board Certified Teacher in the area of Early Adolescent Generalist, and a Jennings Scholar. Kathy's honors include Ohio Gifted Teacher of the Year, Kevin Coleman Portage County Teacher of the Year, Environmental Educator of the Year, and International Future Problem Solving Coach of the Year. Kathy is an author of the *Future Problem Solving Teacher Activity Units*, *Cre-EGG-tivity Plus*, *Power Up Your Creative Mind*, and has also published articles in "Challenge and Prism" magazine. She has made numerous presentations on differentiation, problem solving,

service learning, and creative instructional strategies at national and state gifted conferences and character education conferences. Kathy has been involved in community theater productions both acting and directing for the past 10 years.

Deborah Walker is a veteran teacher in grades 3rd through 8th and has been an adjunct professor at Kent State University, a professor at Mount Union University in teaching early and middle school literacy and best practice courses. She recently retired from The University of Akron in the Curricular and Instructional Studies as a full time clinical instructor, and is an adjunct professor for Walsh University. She received a B.S. in Elementary Education from Miami University and a M.A. from Kent State University in Curriculum and Instruction. Deborah has given numerous presentations and workshops on creativity, the gifted, creative classroom management, MI, writer's workshop, cooperative learning, and lyric learning at various colleges and universities. She has published in the *National Middle School Journal*, and presented at the National and State Middle School Conferences, as well as NAGC. She has been a member of curriculum writing teams for both literacy and math and has written and received numerous grants for collaborative projects integrating the arts. She received the Outstanding Educator of the Year from Portage County Kevin Coleman Foundation and was named University of Akron's Outstanding Teacher of the Year for the Department of Education along with Outstanding and Distinguished Member of the University of Akron Faculty and Staff.

Touching the Future Today is a professional Development consulting company that presents innovative workshops for educators who want to learn and implement creative strategies into the core curriculum. (see resumes)

Workshop Logistics:

Preferred location: White Hall

Specific room: Large room with tables to enable participants to engage in activities and have professional dialogue with class peers.

(We will attempt to secure your requested room).

Projected enrollment: NA

Maximum enrollment: 25

(Please provide a statement of explanation if the maximum enrollment for this workshop is above or below

Due to the nature of our presentation and activities throughout the workshop, more than 25 participants decrease our ability to address the needs of the participants as well as ensure that everyone is able to partake in the teaching strategies.

(Please address pedagogical appropriateness and/or resource availability).

Each participant will be given a comprehensive three ring binder presenting supporting research and the educational strategies addressed throughout the workshop. Participants will be engaged in the learning activities so that they can better ascertain how these learning experiences can be integrated into their core curriculum. A Curriculum Connection Graphic Organizer will be created by each participant identifying where in their personal content curriculum these strategies can be implemented.

Proposed workshop dates:

From:

To:

Day(s) of the week:

Saturday 1/24/15 &
Saturday 1/31/15

Final Date: Saturday, 3/7/15

Timing (AM/PM)

From: 8:00 A.M.

To: 4:00 P.M.

Date the final assignment is due, if after workshop ending date: March 7, 2015

(The due date of the last assignment will determine the session to which the workshop is assigned).

Workshop Funding:

Is this workshop affiliated with a grant?

Yes ___ No X

Technology in Instructional Delivery:

- Traditional face-to-face
- Computer-based instruction requiring lab times
- Distance learning/Online
- Hybrid face-to-face & Online

Workshop Audience and Content (attach additional sheets if necessary):

Describe in detail the workshop's intended audience.

This innovative workshop is for K-12 educators who want to learn creative differentiation strategies that meet the diverse needs of their Twenty-First Century learners, align with the core curriculum, and address required OTES Standards. Presented are ways for educators to create responsive learning environments, differentiate instruction, and utilize the content, process, product model that can be integrated into their curriculum. Our message "Creativity Does Not Have to be Sacrificed to Meet the Content Standards," rings true throughout every lesson and activity we present.

List the workshop's goals and objectives.

Participants will:

- explore and learn theories and research that support differentiation
- recognize the components of a responsive learning environment that engages all students by providing opportunities for them to feel emotionally strong and safe in a social and academic environment
- learn strategies to assess learning styles along with tools to increase student awareness of the importance of metacognition and how to extend their thinking and accept challenges
- develop instructional differentiation strategies related to the creative problem solving process, critical thinking, including classroom modifications and compacting
- learn how to facilitate creative and engaging differentiation instructional strategies
- create techniques and tools to assess, exhibit, and evaluate student products
- explore ways to integrate meaningful creative arts lessons and projects based on core standards
- develop self-confidence to take risks in order to creatively meet the individual needs of all of their students
- identify how to address OTES standards through the presented content and integration of strategies

What knowledge, skills or expertise will participants have attained upon completing the workshop?

Participants will

- attain a holistic vision that effectively prepares their students for the challenges of the future
- experience and learn creative thinking/problem solving techniques, integration of the arts into the curriculum, and how to facilitate them across disciplines creating a foundation for students to successfully synthesize ideas.
- understand and implement differentiation strategies through the modification of Content, Process, and Product
- identify the needs of the gifted and how to differentiate their curriculum and provide learning experiences that will stimulate student imagination and challenge cognitive abilities.
- discover their creative ability to develop lessons that incorporate successful, engaging, opportunities that meet the diverse needs of all students.
- acquire an understanding of how to create lessons that meet the standards of OTES

(Method of Evaluating Participants) Please describe in detail how final grades (credit) or successful completion (noncredit) will be determined. Although credit workshops are limited to Satisfactory /Unsatisfactory grading, criteria for awarding of Satisfactory grade must be clearly stated. Attachment of an evaluation rubric is highly encouraged.

Participants will be graded on the following:

- creation of a Curriculum Connection Graphic Organizer that demonstrates their ability to integrate the strategies presented
- participation of online instruction and completion of flipped learning assignments
- lesson plan, discussion of learned differentiation strategies, implementation of the strategies, assessment, and reflection of its effectiveness

(Graduate Student Requirements) Please describe in detail additional requirements for graduate students if the workshop will be offered at both the undergraduate and graduate levels. This should take the form of additional assignments, additional days, enhanced requirements, etc.

Offered at graduate level only

1 credit = 15 instructional hours + 22.5 hours of out-of-class assignments (total 37.5 clock hours)
 2 credits = 30 instructional hours + 45 hours of out-of-class assignments (total 75 clock hours)
 3 credits = 45 instructional hours + 67.5 hours of out-of-class assignments (total 112.5 clock hours)
 (NOTE: Breaks and lunch hours may not be included as instructional hours)

Session Date	Instructional Face-to-Face Hours	Instructional Online Hours	Outside Class Hours	CONTENT OUTLINE
1/24/15	7	4.5	10	<p>Topics/Themes Creating a Responsive Environment Brain Based Learning Who are the Gifted Understanding Enrichment How to teach the New Blooms Taxonomy (Activities and Projects) Instructional Differentiation (Content, Process, Product) Creative Thinking Tools and the Problem Solving Process</p> <p>Online Instruction Videos (View and Respond) Edutopia Article on Differentiation (Read and Respond)</p> <p>Assignments Research June Makers (Content, Process, Product) Curriculum Connections Graphic Organizer Prepare for Conversation Buddy Activity</p>
1/31/15	7	4.5	35	<p>Topics/Themes Curriculum Compacting Curriculum Differentiation Techniques Simulations Arts Integration into the Core Curriculum</p> <p>Online Instruction Assessment Video Research Websites for Integration of Differentiation Strategies Article "Use Arts Integration to Enhance Common Core"</p> <p>Assignments Work on Application Paper (Lesson Plan, Assessment) Implementation of Differentiation Lesson Criteria Presented</p>
3/7/15	7			<p>Topics/Themes: Debrief Presentation of Integration of Differentiation Strategy, Lesson Plan, and Reflection</p>

TOTAL FACE-TO-FACE INSTRUCTIONAL HOURS: 21

TOTAL ONLINE INSTRUCTIONAL HOURS: 9

TOTAL CLASS HOURS: 45

Please List Texts and/or Instructional Resources to Be Utilized for the Workshop:

See Bibliography

Marketing:

In 75 words or less, please give a description of the workshop for marketing purposes. This description may be edited to conform to Kent State University style guidelines and/or to maximize marketing effectiveness.

This workshop is designed for K-12 educators who wish to energize the core curriculum by providing learning experiences that support differentiation strategies to meet the diverse needs of all students. Who are the gifted and how to meet their needs will be explored. OTEs standards will be addressed through topics such as creative problem solving, varied approaches to assessment, integration of the arts, and creating a responsive learning environment.

"Creativity does not have to be sacrificed to meet content standards,"

KENT STATE[®]

The Art of Differentiation through Curriculum Connections

College of Education, Teaching, Learning and Curriculum Studies

Instructors: Kathy Frazier, Deborah Walker

Email: kathy.frazier1@gmail.com, deborahwalker329@gmail.com

Introduction

"There is an incessant influx of novelty into the world, and yet we tolerate incredible dullness."
Henry David Thoreau, Walden

Welcome to *The Art of Differentiation Through Curriculum Connections!* By experiencing the teaching strategies and activities presented in this workshop, we believe that your ability to produce lessons that inspire, motivate, and challenge your students as you teach core standards will be enhanced.

It is our hope that the presentation of each of the differentiation strategies will not only provide you with tools to enrich your repertoire of teaching but also help you continue to create lessons that incorporate these skills into your curriculum.

Workshop Description

The Art of Differentiation through Curriculum Connections

(2 credit hours)

This innovative workshop is for K-12 educators who want to learn creative differentiation strategies that meet the diverse needs of their Twenty-First Century learners, align with the core curriculum, and address required OTES Standards. Presented are ways for educators to create responsive learning environments, differentiate instruction, and utilize the content, process, product model that can be integrated into their curriculum. Our message "Creativity Does Not Have to be Sacrificed to Meet the Content Standards," rings true throughout every lesson and activity we present.

Workshop Objectives

Throughout the class, participants will:

- explore and learn theories and research that support differentiation
- recognize the components of a responsive learning environment that engages all students by providing opportunities for them to feel emotionally strong and safe in a social and academic environment
- learn strategies to assess learning styles along with tools to increase student awareness of the importance of metacognition and how to extend their thinking and accept challenges
- develop instructional differentiation strategies related to the creative problem solving process, critical thinking, including classroom modifications and compacting
- learn how to facilitate creative and engaging differentiation instructional strategies
- create techniques and tools to assess, exhibit, and evaluate student products
- explore ways to integrate meaningful creative arts lessons and projects based on core standards
- develop self-confidence to take risks in order to creatively meet the individual needs of all of their students
- identify how to address OTES standards through the presented content and integration of strategies

At the end of the workshop, participants will be able to:

- In attain a holistic vision that effectively prepares their students for the challenges of the future
- experience and learn creative thinking/problem solving techniques, integration of the arts into the curriculum, and how to facilitate them across disciplines creating a foundation for students to successfully synthesize ideas.
- understand and implement differentiation strategies through the modification of Content, Process, and Product
- identify the needs of the gifted and how to differentiate their curriculum and provide learning experiences that will stimulate student imagination and challenge cognitive abilities.
- discover their creative ability to develop lessons that incorporate successful, engaging, opportunities that meet the diverse needs of all students.
- acquire an understanding of how to create lessons that meet the standards of OTES