

## Faculty Instructional Guide

### EDU62050: Content Knowledge & Instructional Practice IV–Differentiated Learning

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#### University Mission Statement

Alliant International University prepares students for professional careers of service and leadership and promotes the discovery and application of knowledge to improve the lives of people in diverse cultures and communities around the world. Alliant is committed to excellence in four areas:

1. **Education for Professional Practice:** Alliant’s educational programs are designed to give students the knowledge, skills and ethical values they need to serve and lead effectively in a variety of professional settings. Alliant graduates are expected to achieve mastery of a body of knowledge and be able to apply that knowledge in professional practice in order to achieve desired and beneficial outcomes.
2. **Scholarship:** Scholarship in the Alliant context includes the discovery of new knowledge; the discovery of new applications of knowledge to solve practical problems; the integration of knowledge in new ways; and innovation in teaching knowledge and professional competencies.
3. **Multicultural and International Competence:** Alliant is an inclusive institution committed to serving diverse populations around the world by preparing professionals to work effectively across cultural and national boundaries, by increasing the number of professionals working in underserved areas, and by understanding and responding to the needs of diverse communities.
4. **Community Engagement:** Alliant’s faculty, students, alumni and staff are dedicated to making a positive difference in the world through professional education and practice. We measure the success of our university in part by the impact we have, both directly and indirectly, on the welfare of individuals, families, organizations and communities.

#### Teacher Education Program Objectives (PO)

- **PO1:** Integrate a research- and evidence-based theory of teaching and learning.
- **PO2:** Integrate multiple opportunities for teacher candidates to learn, apply, reflect and receive feedback on each Teaching Performance Expectations or applicable nationally recognized standards.
- **PO3:** Provide teacher candidates with multiple opportunities to learn through application of theory to practice through collaboration with school sites and master teachers.
- **PO4:** Assess teacher candidates progress towards mastering the Teaching Performance Expectations or applicable nationally recognized standards at multiple points.
- **PO5:** Provide teacher candidates with multiple formative opportunities to prepare for the Teaching Performance Assessment (TPA).
- **PO6:** Compile a professional development and growth plan for each teacher candidate.

#### The California School of Education (CSOE)

Alliant International University offers a full spectrum of credential, certificate and degree programs designed to address the educational needs of all learners in the 21st century, from infancy and entry into P-12 education system through adult life. Each program integrates significant, evidence-based, data-driven educational concepts into coursework, focusing on what is successful in education for diverse populations. The California School of Education’s mission and vision statements reaffirm our values and commitment to collaboration, diversity, and service to candidates, shared leadership, and the continuous support of the education profession.

**Mission:** CSOE prepares competent, confident, and conscientious educational leaders who will promote and empower personal growth, academic success, and professional achievement for all in a global society.

**Vision:** To develop and promote transformative educational experiences that optimize human potential.

**Goals:** The California School of Education has a set of overarching goals that drive the direction of the School's programs and internal and external operations:

1. To provide the education and training of well-rounded professionals who will serve local, national and global schools and organizations.
2. To engage and partner with communities to translate professional practice and research to meet education needs.
3. To promote an academic culture of support to develop and apply transformative approaches to solve complex societal challenges.
4. To develop analytic skills and sound judgment as applied to content and professional issues.
5. To make warranted and thoughtful decisions about curriculum issues, student-related concerns and leadership that relate to the conduct of the school and the profession.
6. To provide professional educational opportunities for those who aspire to leadership in education settings.
7. To prepare candidates to meet the needs of all learners.

### Unit Guiding Principles

CSOE's guiding principles are anchored in the belief that our mission is realized when our candidates are equipped with the skills to operationalize LEAD. LEAD stands for Leadership (L) Engagement (E) Application (A) and Dedication (D). As leaders, candidates demonstrate social responsibility, ethical action, and a commitment to be agents of change to improve the lives of their communities (L). We highlight for our candidates the value of authentic and collaborative engagement in advancing our communities (E). We train our candidates to be reflective professionals who incorporate theory into best practices; and utilize the knowledge, skills, dispositions, habits of inquiry, and technology that their preparation has honed (A). Courses and assignments are intentionally designed to engage experiences that promote the understanding of theories, concepts, principles, methodologies and approaches that candidates can readily utilize for practice. As candidates in both initial and advanced stages engage in observations, field experiences, and clinical practice, they provide service to their learners/clients, while simultaneously making instructional decisions that are grounded in educational research and/or theory (D).

**L= Leadership:** Innovation with Accountability

**E= Engagement:** Active Learning

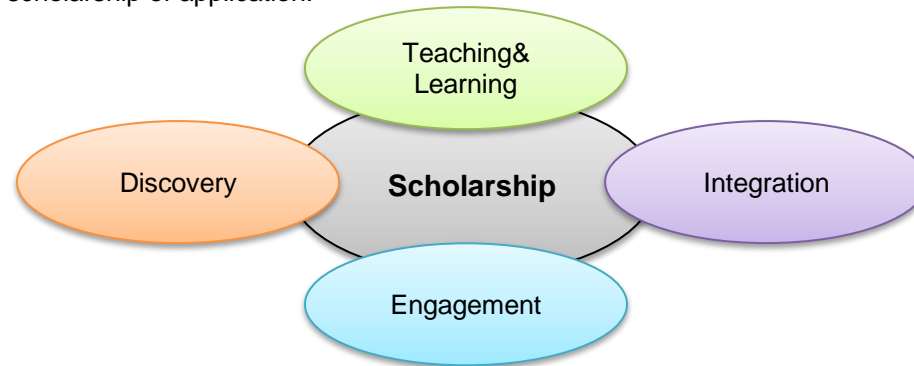
**A=Application:** Theory to Practice

**D=Dedication:** Inclusive Excellence

### Theoretical Framework

CSOE is based on two main theoretical frameworks: Boyer's applied scholarship of learning and constructivist theory.

C SOE utilizes Boyer's model of the scholarship of application:



Boyer (1990) asserted the need for all disciplines to move beyond traditional research to engage the full scope of academic work. He posits that in order to advance disciplines holistically and to obtain rewards for professional practice, research should encompass four critical areas:

Discovery - generating new and unique knowledge;

Teaching - Faculty and candidates creatively build bridges between their own understanding and their students' learning;

Application – Taking the new knowledge acquired and utilizing to solve society's problems; and

Integration – Using collaborative relationships to uncover new knowledge among disciplines (Boyer, 1990).

These four aspects of scholarship are of paramount importance to CSOE. Each of the four areas informs the guiding principles of LEAD for CSOE.

*Scholarship of Discovery* (L, E, A, D): We subscribe to the centrality of the need to advance inquiry that produces the disciplinary and professional knowledge that frames our candidate preparation and training (Boyer, 1990). We ensure that our candidates are prepared to foster an environment that supports inclusive excellence with the commitment and understanding necessary to be responsive to all learners (D). Candidates acquire the ability to collaborate successfully (E) with parents, families, school districts, community members, faculty and staff in order to gain and maintain this disposition.

*Scholarship of Teaching* (L, E, A, D): CSOE subscribes to Boyer's model that underscores the notion of the scholarship of teaching as inquiry that produces knowledge to facilitate the transfer of the science and art of teaching, counseling and leadership from expert to novice. Thus we are very intentional in stewarding our mentoring relationships between faculty, school district master teachers, school site supervisors and our advisory boards. We view these relationships as critical to the transfer of teaching knowledge.

*Scholarship of Professional Practice* (A): Professional practice in CSOE is comprised of all aspects of the delivery of education, counseling, and leadership. Competence in practice is determined in school setting practicums and internships. Professional Practice is also the mechanism through which CSOE provides the environment and skills by which knowledge in the profession is both advanced and applied. In this segment, we also include the mentoring of candidates and leadership roles in developing practice. In all of the above, we highlight the scholarship generated through practice. Our Faculty and candidate professional certifications, degrees, and credentials and other specialty credentials demonstrate CSOE's attainments in this sphere.

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*Scholarship of Integration* (L, E, A): In this sphere, faculty and candidates engage in the review and analysis of education policy, integrative models across disciplines, literature review and use all these to develop transdisciplinary educational programs and projects. Further, CSOE faculty are active and present at national and international conferences, serve on the leadership of professional organizations and contribute to journal articles. These are examples of how CSOE demonstrates the scholarship of integration. The guiding principles and candidate competencies are framed with the understanding that effective learning environments are social and collaborative in nature (Vygotsky, 1978).

The second theoretical underpinning for CSOE is constructivism. We concur with the assertion that our candidates and their students are active makers of meaning, rather than passive absorbers of knowledge (Dewey, 1944; Vygotsky, 1962; Brosio, 2000).

We expect our candidates to engage social constructivism by utilizing existing knowledge, interests, attitudes, and goals to select and interpret available information. Our faculty recognize the insider knowledge our candidates' bring to our courses and provide the environment for them to utilize their uniquely personal knowledge to create meaning as they integrate these knowledge bases with their diverse cultural, ethnic, social, and economic circumstances through analysis, reflection, and research.

We model a humanistic learning environment that encourages critical inquiry to connect learners with one another (Rodgers, 2002; Greene, 2000; Palmer, 1998; Sergiovanni, 1999). Faculty members create caring environments where candidates are encouraged and supported to reach beyond themselves and to engage various points of view, diversity of ideas and practices.

### National Interstate New Teacher Assessment and Support Consortium (InTASC) Standards

- **Standard 1:** Learner Development
- **Standard 2:** Learning Differences
- **Standard 3:** Learning Environments
- **Standard 4:** Content Knowledge
- **Standard 5:** Application of Content
- **Standard 6:** Assessment
- **Standard 7:** Planning for Instruction
- **Standard 8:** Instructional Strategies
- **Standard 9:** Professional Learning and Ethical Practices
- **Standard 10:** Leadership and Collaboration

Retrieved from [https://ccsso.org/sites/default/files/2017-12/2013\\_INTASC\\_Learning\\_Progressions\\_for\\_Teachers.pdf](https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf)

### International Society for Technology in Education (ISTE) Standards for Teachers

- **Standard 1:** Facilitate and inspire student learning and creativity
- **Standard 2:** Design and develop digital age learning experiences and assessments
- **Standard 3:** Model digital age work and learning

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- **Standard 4:** Promote and model digital citizenship and responsibility
- **Standard 5:** Engage in professional growth and leadership

Retrieved from [https://id.iste.org/docs/pdfs/20-14\\_ISTE\\_Standards-T\\_PDF.pdf](https://id.iste.org/docs/pdfs/20-14_ISTE_Standards-T_PDF.pdf)

### California Teaching Performance Expectations (TPEs)

- **TPE 1:** Engaging and Supporting All Students in Learning
- **TPE 2:** Creating and Maintaining Effective Environments for Student Learning
- **TPE 3:** Understanding and Organizing Subject Matter for Student Learning
- **TPE 4:** Planning Instruction and Designing Learning Experiences for All Students
- **TPE 5:** Assessing Student Learning
- **TPE 6:** Developing as a Professional Educator

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### Course Description

This course will provide you with the knowledge and tools to successfully implement Differentiated Instruction as a teaching strategy in your future classrooms. You will explore what differentiated instruction looks like, how to create a learning environment that focuses on student readiness and instruction that responds to student variances. You will learn how to determine student learning gaps through a task analysis of state standards that will pinpoint prerequisite skills. Through this process you will also create ongoing formative assessments that will move students towards mastery of those skills. By the end of the course you will understand the importance of student readiness, identify student interests and student learning styles as well as when it is appropriate to differentiate instruction. You will be able to implement a variety of instructional strategies that will differentiate student learning through the content, the process, the product and/or the classroom environment.

### Professional Standards Alignment

California School of Education (CSOE)				
CLO	Program Outcome	InTASC	ISTE	TPE's
<b>CLO1:</b> Interpret what differentiation looks like for academically diverse learners.	PO1	Standard 7 & 8	Standard 1	TPE4
<b>CLO2:</b> Determine student learning gaps through a task analysis of state standards specific to your content area.	PO1	Standard 7 & 8	Standard 1	TPE4

<b>CLO3:</b> Evaluate how to design and integrate assessments, both formative and summative, to support student mastery of state standards based on the task analysis.	PO1	Standard 6	Standard 1	TPE5
<b>CLO4:</b> Apply the principles of differentiation in lesson planning to support all learners.	PO1	Standard 7 & 8	Standard 1	TPE4
<b>CLO5:</b> Evaluate various classroom management strategies to support a differentiated classroom.	PO1	Standard 3	Standard 1	TPE2

## Student Expectations

**Respectful Speech and Actions:** As an institution of higher education, Alliant International University has the obligation to combat racism, sexism, and other forms of bias and to provide an equal educational opportunity. Professional codes of ethics and the academic code shall be the guiding principles in dealing with speech or actions that, when considered objectively, are abusive and insulting.

**Professional Behavior:** This program is a graduate-level professional program, and each member of the program, both students and faculty, are expected to engage in professional behavior and conduct. Students should always display empathy, self-control, friendliness, generosity, cooperation, helpfulness, and respect in all of their interactions with other students, staff, and faculty. Students will strive to exemplify professional behavior in all aspects of their participation in this program, to be on time in all engagements, to thoughtfully and diligently complete activities and assignments, and to treat all other program members with respect and dignity.

## Required Course Materials

Tomlinson, C. A. (2017). *How to differentiate instruction in academically diverse classrooms*. (3rd ed.). Alexandria, VA: ASCD.

ISBN: 9781416623304

Tomlinson, C. A. & Moon, T. R. (2013). *Assessment and student success in a differentiated classroom*. Alexandria, VA: ASCD.

ISBN: 9781416616177

Fisher, D. & Frey, N. (2010). *Enhancing RTI: How to ensure success with effective classroom instruction & intervention*. Alexandria, VA: ASCD.

ISBN: 9781416616177

## Instructor Policies

### Late Assignments

Late assignments submitted after the assigned due date are subject to a grade of zero or point deductions. Assignments will receive a 10% deduction each day until the 3rd day, then the assignment will receive a grade of zero. Be sure to stay in constant communication with your course instructor,

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review assignments at the beginning and throughout the course, in addition to asking clarifying questions prior to the week(s) of the assignment to minimize point deductions.

The submission of duplicate or previously submitted assignments will result in a grade of zero.

Further supports and directions will be provided within the Course Announcements on Canvas, you are responsible for checking the course announcements on a regular basis.

### **Feedback**

Each week, I will provide grades/scores and comments on assignments within 4 days of the last day of the week unless I notify you otherwise.

### **Syllabus/Schedule**

This syllabus does not constitute a contract between the instructor and the students in the course. While every effort will be made to present the material as described the instructor retains the right to alter the syllabus for any reason at any time. When such changes are made every effort will be made to provide students with both adequate notification of the changes and to provide them with sufficient time to meet any changes in the course requirements. The weekly schedule for this course may be viewed online.

## **University Administrative Policies & Student Resources**

You are held responsible for understanding and adhering to all policies contained within the University's Catalog located at <http://catalog.alliant.edu>. However, some of those policies have been selected to be highlighted in this document.

### **Academic Code of Conduct and Ethics**

The University is committed to principles of scholastic honesty. Its members are expected to abide by ethical standards both in their conduct and in their exercise of responsibility towards other members of the community. Each student's conduct is expected to be in accordance with the standards of the University. The complete Academic Code, which covers acts of misconduct including assistance during examination, fabrication of data, plagiarism, unauthorized collaboration, and assisting other students in acts of misconduct, among others, may be found in the University Catalog.

An act of plagiarism (defined in the University catalog as "Any passing off of another's ideas, words, or work as one's own") is considered to be a violation of the *University's Student Code of Conduct and Ethics: Academic* and will be addressed using the Policies and Procedures outlined in the University's Catalog located at <http://catalog.alliant.edu>. The instructor in this course reserves the right to use computerized detection systems to help prevent plagiarism.

### **Disability Accommodations Request**

The University provides reasonable access to facilities and services and to programs for which students are otherwise qualified without unlawful discrimination based upon qualified disability. The University will provide reasonable accommodations to individuals who currently have a disabling condition, either physical or mental, that is severe enough to substantially limit a major life activity.

Students with disabilities may obtain details about applying for services from the Office of Accessibility at each campus. Students must provide documentation from a qualified professional to establish their disability, along with suggested reasonable and necessary accommodations. Students

should request accommodations at the start of each semester. For more information, visit the Office of Accessibility Services at your campus or go to <http://www.alliant.edu/about-alliant/consumer-information-heoa/disability-services/index.php>.

**Policy on Religious/Cultural/Spiritual Observance by Students, Staff and Faculty**

In keeping with the institution’s commitment to respect and affirm cultural, religious, and spiritual diversity, the University supports the rights of students, staff, and faculty to observe religious/cultural/spiritual obligations that conflict with the University’s schedule. Faculty instructors and staff/administrative supervisory personnel are expected to make reasonable accommodations when a student or an employee is absent from class or work because of religious/cultural/spiritual observance.

**Attendance**

If you miss more than the allowed absences in a course in consecutive or non-consecutive weeks, you may be withdrawn from the course and not eligible to earn a grade. Sending assignments to me by email, fax, mail or other means does not make up for missed attendance and I cannot excuse absences.

Length of Course	Absences Allowed	Absences Resulting in Drop
1-4 weeks	0	1
5-9 weeks	1	2
10+ weeks	2	3

Note. Academically related activities are used to calculate a student's official last date of attendance with the institution. To be in attendance for the week, you must submit a graded assignment. An "assignment" is defined as anything that is worth points in the course and can include Discussion and Engagement posts.

**Technology Requirements and Support**

Canvas Technical Support is available by calling 1-844-527-0334, or by using the Live Chat option. Answers to the most common issues are found in the Canvas Guides which are accessible by clicking Help link located in the bottom left-hand side of the canvas course Web Page.



**Course Overview**

**Week 1: The What & Why of Differentiated Instruction..... 15**

**Week 2: The Learning Environment for Differentiated Instruction..... 18**

**Week 3: How to Build a Differentiated Classroom Environment..... 21**

**Week 4: A Closer Look at Assessment in the Differentiated Classroom..... 24**

**Week 5: Lesson Planning for the Differentiated Classroom..... 27**

**Week 6: Characteristics & Instructional Components of a Differentiated Lesson ..... 30**

**Week 7: Managing the Components of a Differentiated Classroom ..... 33**

**Week 8: Ready, Set, Go! – Putting It All Together..... 35**

### RISE Model for Online Discussions

The Discussions in this course are designed for us all to learn from each other, and to explore diverse viewpoints. I want you to think very critically about the important issues in our course, and to challenge me and your classmates to develop and substantiate our opinions. Or, you may even get us to change our opinions, which is okay, too! We are all here to learn from each other.

Each week you will participate in the Discussions at least three times.

1. Respond to the initial question. Your response must be substantive, and reflect not only your own experience and opinion, but also cite expert opinions, either from our course readings or other cited sources.
2. Comment, question, or debate a classmate's response. However you respond, you must meet the standards of the [RISE model](#). Responses that do not adhere to the [RISE model](#) earn 0 points.
3. Answer or comment further on a question to your original response.

You may contribute to the Discussion as freely and frequently as you wish, but three entries each week are a minimum.

### Signature Assignment: Unit of Study

During this course you will be creating a differentiated Unit of Study for your area of certification. You will complete portions of the Unit of Study during Weeks 1 thru 7 of this course. In Week 8 you will compile the feedback you received on each portion into one cohesive Unit of Study.

**Create** a Unit of Study that contains the following:

- Summary of your *educational philosophy* in relation to differentiation as an instructional strategy.
- Summary of how the *Task Analysis* of a state standard helped you build the Unit Plan.
- Summary of your plan for providing an *environment* that addresses student learning profiles.
- Introduction to students on *grading policy and classroom management* in your differentiated classroom.
- Completed Unit Plan
- Introduction Lesson Plan
- Lesson Plan that provides differentiation for readiness

**Submit** your compiled Unit of Study by Sunday of Week 8.

### Signature Assignment Rubric

	Exceeds Requirements	Meets Requirements	Approaches Requirements	Below Requirements
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<p><b>Summary 1– Differentiation as an instructional strategy</b></p>	<p>The student displays an advanced level of knowledge of the connections between the research findings and his or her own educational practice.</p> <p style="text-align: right;">26-30 points</p>	<p>The student demonstrates a proficient level of knowledge of the connections between the research findings and his or her own educational practice.</p> <p style="text-align: right;">22-25 points</p>	<p>The student provides a modest but insufficient level of knowledge between the research to his or her own practice.</p> <p style="text-align: right;">19-21 points</p>	<p>Student makes no connection between the research and his or her own educational practice.</p> <p style="text-align: right;">&gt;19 points</p>
<p><b>Summary 2– Task Analysis</b></p>	<p>The assignment is articulate and detailed displaying an advanced level of knowledge of unpacking of a state standard.</p> <p style="text-align: right;">26-30 points</p>	<p>The assignment is articulate and detailed, demonstrating a thorough level of knowledge of unpacking of a state standard.</p> <p style="text-align: right;">22-25 points</p>	<p>The assignment demonstrated a general level of knowledge of unpacking of a state standard.</p> <p style="text-align: right;">19-21 points</p>	<p>The assignment lacks the detail necessary to demonstrate a basic level of knowledge unpacking a state standard.</p> <p style="text-align: right;">&gt;19 points</p>
<p><b>Summary 3– Environment</b></p>	<p>The student displays an advanced level of knowledge of the connections between the research findings and his or her own educational practice in establishing a positive growth mindset learning environment.</p> <p style="text-align: right;">26-30 points</p>	<p>The student demonstrates a proficient level of knowledge of the connections between the research findings and his or her own educational practice in establishing a positive growth mindset learning environment.</p> <p style="text-align: right;">22-25 points</p>	<p>The student provides a modest but insufficient level of knowledge of the connections between the research to his or her own practice, in establishing a positive growth mindset learning environment.</p> <p style="text-align: right;">19-21 points</p>	<p>Student makes no connection between the research and his or her own educational practice in establishing a positive growth mindset learning environment.</p> <p style="text-align: right;">&gt;19 points</p>
<p><b>Summary 4– Management</b></p>	<p>The student displays an advanced level of knowledge of the connections between the research findings and his or her own educational practice in establishing a well-managed learning environment.</p> <p style="text-align: right;">26-30 points</p>	<p>The student demonstrates a proficient level of knowledge of the connections between the research findings and his or her own educational practice in establishing a well-managed learning environment.</p> <p style="text-align: right;">22-25 points</p>	<p>The student provides a modest but insufficient level of knowledge of the connections between the research to his or her own practice, in establishing a well-managed learning environment.</p> <p style="text-align: right;">19-21 points</p>	<p>Student makes no connection between the research and his or her own educational practice in establishing a well-managed learning environment.</p> <p style="text-align: right;">&gt;19 points</p>
<p><b>Unit-Lesson Plans</b></p>	<p>The student displays an advanced level of knowledge of analyzing a task analysis of a state standard and planning for instruction.</p> <p style="text-align: right;">22-25 points</p>	<p>The student demonstrates a proficient level of knowledge of analyzing a task analysis of a state standard and planning for instruction.</p> <p style="text-align: right;">19-21 points</p>	<p>The student provides a modest but insufficient level of knowledge of analyzing a task analysis of a state standard and planning for instruction.</p> <p style="text-align: right;">17-18 points</p>	<p>Student makes no connection between analyzing a task analysis of a state standard and planning for instruction.</p> <p style="text-align: right;">&gt;17 points</p>

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<b>PO1:</b> Integrate a research- and evidence-based theory of teaching and learning.	This level is achieved if the student earns a 93% or higher on the assessment.	This level is achieved if the student earns between 92% and 80% on the assessment.	This level is achieved if the student earns between 79% and 73% on the assessment.	This level is achieved if the student earns a 72% or less on the assessment.
<b>Specialty Standards: Teacher Performance Expectations (TPEs)</b>				
<b>TPE2:</b> Creating and Maintaining Effective Environments for Student Learning	This level is achieved if the student earns a 93% or higher on the assessment.	This level is achieved if the student earns between 92% and 80% on the assessment.	This level is achieved if the student earns between 79% and 73% on the assessment.	This level is achieved if the student earns a 72% or less on the assessment.
<b>TPE4:</b> Planning Instruction and Designing Learning Experiences for All Students	This level is achieved if the student earns a 93% or higher on the assessment.	This level is achieved if the student earns between 92% and 80% on the assessment.	This level is achieved if the student earns between 79% and 73% on the assessment.	This level is achieved if the student earns a 72% or less on the assessment.
<b>TPE5:</b> Assessing Student Learning	This level is achieved if the student earns a 93% or higher on the assessment.	This level is achieved if the student earns between 92% and 80% on the assessment.	This level is achieved if the student earns between 79% and 73% on the assessment.	This level is achieved if the student earns a 72% or less on the assessment.

### Course Grading

Grading is in accordance with the academic policies of Alliant International University.

Percentage	Letter Grade
94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
61-63	D-
< 61%	F

Final grades will be determined as follows based on the points obtained in the following categories:

Assignment Categories	% of Grade
Discussion	25
Signature Assignment	40
Reflection	35

### Course Assessments

Assessment	Due	Assignment Category	Point Value
<b>Week 1</b>			
Discussion: What is Differentiated Instruction		Discussion	25
Discussion: Why Have a Differentiated Classroom		Discussion	25
Assignment: Elements of Differentiated Instruction		Signature Assignment	60
<b>Week 2</b>			
Discussion: Diverse Learners		Discussion	25
Discussion: Teachers Role in & Components of a Differentiated Classroom		Discussion	25
Assignment: Formative Assessments Paper		Signature Assignment	60
<b>Week 3</b>			
Discussion: Implementing Differentiated Instruction		Discussion	25

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Discussion: Preparing Parents for a Differentiated Classroom	Discussion	25
Assignment: Course Project–Task Analysis of a Learning Standard	Signature Assignment	60
<b>Week 4</b>		
Discussion: Assessment in the Differentiated Classroom	Discussion	25
Discussion: Different Types of Assessment	Discussion	25
Assignment: Unit of Study–Preassessment	Signature Assignment	60
<b>Week 5</b>		
Discussion: Planning Lessons	Discussion	25
Discussion: Writing Lesson Plans	Discussion	25
Assignment: Unit of Study–Unit Plan Part I	Signature Assignment	60
<b>Week 6</b>		
Discussion: Differentiating Content & Process	Discussion	25
Discussion: Student Growth Mindset	Discussion	25
Assignment: Unit of Study–Unit Plan Part II	Signature Assignment	60
<b>Week 7</b>		
Discussion: Grading & Record Keeping	Discussion	25
Discussion: Classroom Management	Discussion	25
Assignment: Unit of Study–Unit Plan Part III	Signature Assignment	60
<b>Week 8</b>		
Discussion: High-Quality Product Assignments	Discussion	25
Assignment: Unit of Study	Signature Assignment	145
Assignment: Reflection Paper	Reflection	60
<b>Total Points</b>		<b>1000</b>

**\*Note.** Late assignments submitted after the assigned due date are subject to a grade of zero or point deductions. Assignments will receive a 10% deduction each day until the 3rd day, then the assignment will receive a grade of zero. Be sure to stay in constant communication with your course instructor, review assignments at the beginning and throughout the course, in addition to asking clarifying questions prior to the week(s) of the assignment to minimize point deductions.

The submission of duplicate or previously submitted assignments will result in a grade of zero.

Further supports and directions will be provided within the Course Announcements on Canvas, you are responsible for checking the course announcements on a regular basis.

## ***Week 1: The What & Why of Differentiated Instruction***

### **Learning Objectives**

1.1 Explain differentiated instruction.	CLO1
1.2 Determine the basic principles of a differentiated classroom.	CLO1
1.3 Analyze the elements of a differentiated classroom.	CLO1

### **Activities and Resources**

<b>Activity: In the Door Ticket</b>	1.1
<p><b>Complete</b> the In the Door Ticket before you begin reading the assigned chapters.</p> <p><b>Download</b> the file, add your response, and upload the file to the forum.</p> <p><b>Note.</b> You will not have access to the weekly module until you submit your In the Door Ticket.</p>	
<p><b>Faculty Note.</b></p> <p>At the beginning of each week there is an <i>In the Door Ticket</i>. This is a formative assessment that will help students to focus on the topic for the week. As this is a course on differentiation for a diverse classroom it is important to model best practices for differentiation. Therefore, the <i>In the Door Ticket</i> is not only a formative assessment for the instructor but also a model for the students. Points can be awarded for participation for students who complete the question. A class note should be posted on Canvas every week reminding students to complete the <i>In the Door Ticket</i> before they begin reading.</p> <p>It should also be explained in the introduction and welcome that the purpose of the <i>In the Door Ticket</i> is a formative assessment and a model of what that could look like in a differentiated classroom.</p>	

<b>Readings</b>	1.1, 1.2, 1.3
<p><b><i>How to Differentiate Instruction in Academically Diverse Classrooms</i></b></p> <ul style="list-style-type: none"> <li>• Ch. 1: What Differentiated Instruction Is—and Isn't</li> <li>• Ch. 2: The Rationale for Differentiating Instruction in Academically Diverse Classrooms</li> </ul>	

<p><b>Assessment and Student Success in a Differentiated Classroom</b></p> <p>Ch. 1: Differentiation: An Overview</p>
<p><b>Enhancing RTI</b></p> <p>Ch. 1: Choose Your Adventure: How RTI2 Affects the Educational Environment</p>
<p><b>YouTube</b></p> <p>View the <a href="#">“Differentiating Instruction: It’s Not as Hard as You Think”</a> video [4:27].</p>
<p><b>ASCD</b></p> <p><a href="#">Differentiation Is–Is Not Infographic</a></p>

### Assignments

<p><b>Discussion: What is Differentiated Instruction</b></p>	<p>1.1, 1.2, 1.3</p>
<p><b>Choose</b> one of the following prompts to respond to in the What is Differentiated Instruction discussion forum by Wednesday:</p> <ul style="list-style-type: none"> <li>Based on your prior knowledge from books, television and movies, describe a one-room schoolhouse from the end of 19th century. How is that similar to differentiated instruction in the 21st century?</li> <li>Using textual evidence from Ch.1 of <i>How to Differentiate Instruction in Academically Diverse Classrooms</i>, explain what a differentiated classroom is and what it is not. Include the components of student readiness, student interest and various student learning styles as components of what is a differentiated classroom.</li> </ul> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	
<p><b>Discussion: Why Have a Differentiated Classroom</b></p>	<p>1.2, 1.3</p>
<p><b>Choose</b> one of the following prompts to respond to in the Why Have a Differentiated Classroom discussion forum by Friday:</p> <ul style="list-style-type: none"> <li>Compare Figure 1.1 of <i>How to Differentiate Instruction in Academically Diverse Classrooms</i> to Figure 1.1 of <i>Enhancing RTI</i>. How does RTI play a role in the differentiated classroom? How might the flow of differentiated instruction be enhanced by using an RTI model to improve student</li> </ul>	



performance?

- After reading Chapter 1 of *Assessment and Student Success in a Differentiated Classroom*, what do Tomlinson and Moon mean by ‘teaching up’? Connect the concept of ‘teaching up’ to why you would want to have a differentiated classroom.

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

**Assignment: Elements of Differentiated Instruction**

1.1, 1.2, 1.3

**Review** your philosophy of teaching created in an earlier course.

**Write** a three-to five-page paper that identifies the basic components of a differentiated classroom and analyzes each of them as it aligns to your personal educational philosophy.

**Include** the following in your paper:

- How is differentiation heuristic versus algorithmic?
- How might you align differentiated instruction to state content standards?
  
- How are the tenets of your philosophy helpful in your growth as an educator toward differentiation?
- How do the tenets of that philosophy manifest themselves in your:
  - Interactions with students?
  - Thinking about curriculum?
  - Instructional routines?

**Submit** your paper as a Word document by Sunday.

## ***Week 2: The Learning Environment for Differentiated Instruction***

### **Learning Objectives**

2.1 Identify the various subgroups of diverse learners.	CLO1
2.2 Identify key teaching principles for various subgroups of diverse learners.	CLO4
2.3 Analyze key factors of the teacher’s role in a differentiated classroom.	CLO1
2.4 Analyze the components of a differentiated classroom.	CLO5

### **Activities and Resources**

<b>Activity: In the Door Ticket</b>	2.3, 2.4
<p><b>Complete</b> the In the Door Ticket before you begin reading the assigned chapters.</p> <p><b>Download</b> the file, add your response, and upload the file to the forum.</p> <p><b>Note.</b> You will not have access to the weekly module until you submit your In the Door Ticket.</p>	

<b>Readings</b>	2.1, 2.2, 2.3, 2.4
<p><b><i>How to Differentiate Instruction in Academically Diverse Classrooms</i></b></p> <ul style="list-style-type: none"> <li>Ch. 3: Thinking About the Needs of Students in a Differentiated Classroom</li> <li>Ch. 4: The Role of the Teacher in a Differentiated Classroom</li> <li>Ch. 5: The Learning Environment in a Differentiated Classroom</li> </ul>	
<p><b><i>Assessment and Student Success in a Differentiated Classroom</i></b></p> <p>Ch. 2: Assessment and Differentiation: A Framework for Understanding</p>	
<p><b><i>BAM! Radio</i></b></p>	

**Listen** to the “[How to Differentiate Academically Diverse Classrooms](#)” podcast [17:42].

## Assignments

### Discussion: Diverse Learners

2.1, 2.2, 2.3, 2.4

**Choose** one of the following prompts to respond to in the Diverse Learners discussion forum by Wednesday:

- Identify and compare the diverse subgroups of learners that you might encounter in a typical classroom. How might you address the needs of one group in comparison to the whole group?
- Ch. 5 of *How to Differentiate Instruction in Academically Diverse Classrooms* discusses the components of an effective learning community. What are the key components of an effective learning community needed to establish a positive learning environment for a differentiated classroom? How might you implement two or more of those components into your classroom?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

### Discussion: Teachers Role in & Components of a Differentiated Classroom

2.3

**Choose** one of the following prompts to respond to in the Teachers Role in & Components of a Differentiated Classroom discussion forum by Friday:

- Using Figure 4.1 in Ch. 4 of *How to Differentiate Instruction in Academically Diverse Classrooms* as a check list, conduct a self-assessment. Rank yourself on each bullet on a scale of 1-5, with 5 being most competent. What three components would you like to improve your competency on? Why are they important to your ability to provide differentiated instruction?
- After reading Ch. 2 of *Assessment and Student Success in a Differentiated Classroom*, what role does assessment play in planning for differentiated instruction?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

### Assignment: Formative Assessments Paper

2.2, 2.3

**Write** a three-to five-page paper that identifies the various subgroup populations that could be in a general education classroom and analyze how the diverse population affects the type of assessment you would apply.

**Include** the following in your paper:

- Diverse population that teachers face in a general education classroom.
- Connect each of those subgroups to a different type of formative assessment.
- When assessments should be administered, how often they should be administered, and how the diverse population affects the type of assessment you would apply.
- How the information from formative assessments can be used for:
  - Planning differentiated instruction
  - Small group instruction
  - Whole group instruction

**Submit** your paper as a Word document by Sunday.

## ***Week 3: How to Build a Differentiated Classroom Environment***

### **Learning Objectives**

3.1 Develop a rationale for differentiated instruction.	CLO1
3.2 Analyze a state standard to develop a task analysis for KUDs.	CLO2

### **Activities and Resources**

<b>Activity: In the Door Ticket</b>	3.1
<p><b>Complete</b> the In the Door Ticket before you begin reading the assigned chapters.</p> <p><b>Download</b> the file, add your response, and upload the file to the forum.</p> <p><b>Note.</b> You will not have access to the weekly module until you submit your In the Door Ticket.</p>	

<b>Readings</b>	3.1, 3.2
<p><b><i>How to Differentiate Instruction in Academically Diverse Classrooms</i></b></p> <ul style="list-style-type: none"> <li>• Ch. 6: A Look Inside Some Differentiated Classrooms</li> <li>• Ch. 7: Strategies for Managing a Differentiated Classroom</li> <li>• Ch. 8: Preparing Students and Parents for a Differentiated Classroom</li> </ul>	
<p><b><i>Enhancing RTI</i></b></p> <p>Ch. 3: Quality Core Instruction: A Necessary First Step</p>	
<p><b><i>YouTube</i></b></p> <p><b>View</b> the following videos:</p> <ul style="list-style-type: none"> <li>• <a href="#">“How to Unpack a Math Standard”</a> [5:57].</li> <li>• <a href="#">“five key aspects of differentiated instruction”</a> [4:07].</li> </ul>	

## Assignments

<b>Discussion: Implementing Differentiated Instruction</b>	3.1
<p><b>Choose</b> one of the following prompts to respond to in the Implementing Differentiated Instruction discussion forum by Wednesday:</p> <ul style="list-style-type: none"><li>• Ch. 7 of <i>How to Differentiate Instruction in Academically Diverse Classrooms</i> identifies 18 key strategies for designing and managing differentiated instruction. Looking at strategy number 1, what is your rationale for creating a differentiated classroom? Why should you have differentiation?</li><li>• Figure 7.1 of <i>How to Differentiate Instruction in Academically Diverse Classrooms</i> shows examples of low-prep and higher-prep instructional strategies for differentiation. Select a low-prep and a higher-prep strategy, how would you implement each strategy in your classroom?</li><li>• Select three of the 18 key strategies for designing and managing differentiated instruction as your starting point for implementing differentiation in your classroom. Why would you begin with those strategies?</li></ul> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	
<b>Discussion: Preparing Parents for a Differentiated Classroom</b>	3.1
<p><b>Choose</b> one of the following prompts to respond to in the Preparing Parents for a Differentiated Classroom discussion forum by Friday:</p> <ul style="list-style-type: none"><li>• Ch. 8 of <i>How to Differentiate Instruction in Academically Diverse Classrooms</i> describes a few classroom scenarios and writes about how to introduce students and parents to the new learning environment. A section is specifically devoted to parents. How would you explain to parents the affect a differentiated classroom will have on their child’s learning experience?</li><li>• Advanced learners have different needs from learner who are approaching or at mastery. <i>How to Differentiate Instruction in Academically Diverse Classrooms</i> discusses some key strategies on how to work with the parent of advanced learners. Analyze those strategies to prioritize them, which ones are the most important to getting the parents of advance learners prepared for your differentiated classroom?</li><li>• Ch. 8 of <i>How to Differentiate Instruction in Academically Diverse Classrooms</i> is wrapped-up by discussing parents who push too hard and parents who stay away from school. How would you communicate with these two very different groups of parents to ensure student success in your differentiated classroom?</li></ul> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	

**Assignment: Course Project–Task Analysis of a Learning Standard**

3.1, 3.2

To begin planning for differentiation it is important to know how to unpack a state standard and conduct a task analysis in order to identify what students need to Know, Understand, and be able to Do (KUDs). KUDs are talked about in *How to Differentiate Instruction in Academically Diverse Classrooms*. Ch. 3 of *Enhancing RTI* discusses establishing purpose for the learner. In order to do that, the teacher must understand the standard, write clear objectives that focus students on what they will be able to do after the learning, and select a variety of instructional strategies to suit the needs of the students.

**Select** a content standard or strand from your area of certification.

**Use** the Unpacking a Standard Template to unpack the standard and identify the following:

- Final outcome of the standard.
- Each skill that students will need, to be able to perform that outcome.

**Start** with the big part and work backwards to the smallest skills. Once you have a list of skills, this is the task analysis.

**Identify** which skills are prerequisite – student should come with these skills, and which skills will need to be taught.

**Write** a summary, in the ‘Reflection’ section of the template, that includes the following:

- How you conducted your task analysis.
- Rational for each of the skills you identified.
- How this activity supports establishing purpose for the learner?

**Submit** your template as a Word document by Sunday.

## Week 4: A Closer Look at Assessment in the Differentiated Classroom

### Learning Objectives

4.1 Determine the importance of planning for assessment in a differentiated classroom.	CLO3
4.2 Develop a preassessment based on a task analysis.	CLO3
4.3 Analyze the merit of various types of assessments.	CLO3

### Activities and Resources

<b>Activity: In the Door Ticket</b>	4.1
<p><b>Complete</b> the In the Door Ticket before you begin reading the assigned chapters.</p> <p><b>Download</b> the file, add your response, and upload the file to the forum.</p> <p><b>Note.</b> You will not have access to the weekly module until you submit your In the Door Ticket.</p>	

<b>Readings</b>	4.1, 4.2, 4.3
<p><b>Assessment and Student Success in a Differentiated Classroom</b></p> <ul style="list-style-type: none"> <li>Ch. 3: Pre-assessment: Knowing Where Students Are as a Unit Begins</li> <li>Ch. 4: Ongoing Assessment: Knowing Where Students Are as a Unit Evolves</li> <li>Ch. 5: Summative Assessment: Measuring Student Learning at Key Points in a Unit</li> </ul>	
<p><b>Enhancing RTI</b></p> <p>Ch. 6: The Role of Assessment in RTI<sup>2</sup>: Progress Monitoring for Student Success</p>	
<p><b>YouTube</b></p> <p><b>View</b> the following videos:</p> <ul style="list-style-type: none"> <li><a href="#">“Carol Ann Tomlinson: The Problem with Assessment in a Differentiated Classroom”</a> [1:07].</li> </ul>	



- [“Carol Ann Tomlinson: The Purpose of Assessment”](#) [0:50].

## Assignments

<b>Discussion: Assessment in the Differentiated Classroom</b>	4.1, 4.2
<p><b>Choose</b> one of the following prompts to respond to in the Assessment in the Differentiated Classroom discussion forum by Wednesday:</p> <ul style="list-style-type: none"><li>• What do you think about how both texts, <i>How to Differentiate Instruction in Academically Diverse Classrooms</i> and <i>Enhancing RTI</i>, emphasize the importance of KUDs when writing assessments?</li><li>• <i>How to Differentiate Instruction in Academically Diverse Classrooms</i> tells us that we can differentiate for student readiness, student interest and student learning styles. How would you assess students for each area? Provide examples.</li><li>• Ch. 6 of <i>Enhancing RTI</i> discusses the role of assessment in RTI. How is assessment used in a differentiated classroom and in an RTI program? How is it the same? How is it different?</li></ul> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	
<b>Discussion: Different Types of Assessment</b>	4.3
<p><b>Respond</b> to all the following prompts in the Different Types of Assessment discussion forum by Friday:</p> <ul style="list-style-type: none"><li>• What is the difference between preassessment, formative assessment and summative assessment?</li><li>• When would you use each type of assessment? Provide specific examples.</li></ul> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	
<b>Assignment: Unit of Study–Preassessment</b>	4.2
<p><b>Create</b> a preassessment for a unit of study using the same standard that you did your task analysis on in Week 3.</p> <p><b>Write</b> a one-page rational for the preassessment you created.</p>	

**Submit** the preassessment and rational as a Word document by Sunday.

## Week 5: Lesson Planning for the Differentiated Classroom

### Learning Objectives

5.1 Analyze the importance of student readiness, student interest and student learning profile when developing differentiated lessons.	CLO4
5.2 Integrate the Foundational to Transformational Continuum when planning a differentiated lesson.	CLO4
5.3 Interpret task analysis and pre-assessment data to create a unit and lesson plan.	CLO4

### Activities and Resources

<b>Activity: In the Door Ticket</b>	5.2
<p><b>Complete</b> the In the Door Ticket before you begin reading the assigned chapters.</p> <p><b>Download</b> the file, add your response, and upload the file to the forum.</p> <p><b>Note.</b> You will not have access to the weekly module until you submit your In the Door Ticket.</p>	

<b>Readings</b>	5.1, 5.2, 5.3
<p><b><i>How to Differentiate Instruction in Academically Diverse Classrooms</i></b></p> <ul style="list-style-type: none"> <li>• Ch. 9: Planning Lessons Differentiated by Readiness</li> <li>• Ch. 10: Planning Lessons Differentiated by Interest</li> <li>• Ch. 11: Planning Lessons Differentiated by Learning Profile</li> </ul>	
<p><b>YouTube</b></p> <p>View the “<a href="#">Readiness on Differentiated Instructions</a>” video [6:01].</p>	

### Assignments

<b>Discussion: Planning Lessons</b>	5.1, 5.2
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**Choose** one of the following prompts to respond to in the Planning Lessons discussion forum by Wednesday:

- What is the Foundational to Transformational Continuum? How can it be used to plan differentiated lessons based on student readiness?
- Why is using student interest important to build a growth mindset in a differentiated classroom?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

**Discussion: Writing Lesson Plans**

5.1

**Choose** one of the following prompts to respond to in the Writing Lesson Plans discussion forum by Friday:

- What are the components of the phrase learning profile? What is the impact of each component on student learning?
- Select two pairs of Do’s & Don’ts from figure 11.2 of *How to Differentiate Instruction in Academically Diverse Classrooms*. Why are the components you selected critical information to remember when writing lesson plans in a differentiated classroom?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

**Assignment: Unit of Study–Unit Plan Part I**

5.1, 5.2, 5.3

**Read** the CSOE Unit Plan Template Instructions.

**Complete** the following sections of the CSOE Unit Plan template:

- Section 1
- Section 4

**Use** the standard you conducted your task analysis on in Week 3 and the preassessment you developed for that standard in Week 4.

**Consider** the following:

- Which skills would you teach each day?
- How will you differentiate based on student readiness?
- How and when will you assess student learning?

**Use** the CSOE Lesson Plan template for section 4. Review the CSOE Lesson Plan Template Instructions as needed.

**Submit** your Unit Plan Part I and all supporting documents or materials by Sunday.

## Week 6: Characteristics & Instructional Components of a Differentiated Lesson

### Learning Objectives

6.1 Analyze various strategies to provide differentiation for a variety of learners.	CLO2
6.2 Analyze the impact of a differentiated classroom on a student growth mindset.	CLO5
6.3 Determine the importance of differentiation for content, process, and product in unit and lesson planning.	CLO4

### Activities and Resources

<b>Activity: In the Door Ticket</b>	6.1
<p><b>Complete</b> the In the Door Ticket before you begin reading the assigned chapters.</p> <p><b>Download</b> the file, add your response, and upload the file to the forum.</p> <p><b>Note.</b> You will not have access to the weekly module until you submit your In the Door Ticket.</p>	

<b>Readings</b>	6.1, 6.2, 6.3
<p><b><i>How to Differentiate Instruction in Academically Diverse Classrooms</i></b></p> <ul style="list-style-type: none"> <li>• Ch. 12: Differentiating Content</li> <li>• Ch. 13: Differentiating Process</li> <li>• Ch. 14: Differentiating Products</li> </ul>	

### Assignments

<b>Discussion: Differentiating Content &amp; Process</b>	6.1, 6.3
<p><b>Choose</b> one of the following prompts to respond to in the Differentiating Content &amp; Process discussion forum by Wednesday:</p> <ul style="list-style-type: none"> <li>• Strategies for differentiating content are explained in <i>How to Differentiate Instruction in Academically Diverse Classrooms</i>. Select one strategy,</li> </ul>	

how would you use that strategy in your classroom to differentiate the content based on student readiness, student interest and student learning profile?

- Strategies for differentiating process are explained in *How to Differentiate Instruction in Academically Diverse Classrooms*. Select one strategy, how would you use that strategy in your classroom to differentiate the content based on student readiness, student interest and student learning profile?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

**Discussion: Student Growth Mindset**

6.2

**Respond** to the following prompts in the Student Growth Mindset discussion forum by Friday:

- What are the benefits of differentiating for content, process and product?
- What is the impact on a student growth mindset when teachers create a differentiated classroom?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

**Assignment: Unit of Study–Unit Plan Part II**

6.1, 6.3

**Read** the CSOE Unit Plan Template Instructions.

**Complete** the remaining sections of the CSOE Unit Plan template you started in Week 5:

- Section 2
- Section 5
  - You only need to develop one of the suggested three-to five-lesson plans
  - The lesson plan must provide differentiation for readiness
- Section 6

**Use** the standard you conducted your task analysis on in Week 3 and the preassessment you developed for that standard in Week 4.

**Consider** the following:

EDU62050: Content Knowledge & Instructional Practice IV–Differentiated Learning

- How will you differentiate for content, process and product in anticipation of and response to student differences in readiness, interest, and learning profile?
- How will you include a variety of mediums including visual, auditory, and kinesthetic?
- How will you provide information through a variety of mediums?
- How will students share their learning using technology?

**Use** the CSOE Lesson Plan template for section 5. Ensure the lesson plan provides differentiation for readiness. Review the CSOE Lesson Plan Template Instructions as needed.

**Submit** your Unit Plan Part I and all supporting documents or materials by Sunday.



## Week 7: Managing the Components of a Differentiated Classroom

### Learning Objectives

7.1 Determine how you would grade for growth versus mastery.	CLO3
7.2 Analyze the impact of classroom management strategies on grading in a differentiated classroom.	CLO5

### Activities and Resources

<b>Activity: In the Door Ticket</b>	7.1
<p><b>Complete</b> the In the Door Ticket before you begin reading the assigned chapters.</p> <p><b>Download</b> the file, add your response, and upload the file to the forum.</p> <p><b>Note.</b> You will not have access to the weekly module until you submit your In the Door Ticket.</p>	

<b>Readings</b>	7.1, 7.2
<p><b><i>How to Differentiate in Academically Diverse Classrooms</i></b></p> <p>Ch. 15: Grading in a Differentiated Classroom</p>	
<p><b><i>Assessment and Student Success in a Differentiated Classroom</i></b></p> <p>Ch. 7: A Look Back and Ahead</p>	

### Assignments

<b>Discussion: Grading &amp; Record Keeping</b>	7.2
<p><b>Choose</b> one of the following prompts to respond to in the Grading &amp; Record Keeping discussion forum by Friday:</p> <ul style="list-style-type: none"> <li>Advice from experts when it comes to grading in context is provided in this week’s readings. Select one strategy, what benefit would your selected strategy provide for the teacher, student, or both?</li> </ul>	

- Which management strategy for record keeping in a differentiated classroom would fit your management style? Why?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

**Discussion: Classroom Management**

7.1, 7.2

**Choose** one of the following prompts to respond to in the Classroom Management discussion forum by Wednesday:

- How do the guiding principles for effective grading practices from this week’s readings affect classroom management in a differentiated classroom? Provide rationale.
- What adjustments would you need to make to your philosophy of classroom management and strategies you have used for a differentiated classroom? Provide specific examples.

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

**Assignment: Unit of Study–Unit Plan Part III**

7.1, 7.2

You have done a task analysis of a state standard to identify pre-requisite skills and essential skills for student mastery. You have designed a formative assessment to identify student readiness for that standard. You have developed a unit of student and planned a few lessons.

**Complete** section 3 of the CSOE Unit Plan template you have been working on the past two weeks.

**Consider** the following:

- What principles will you use to grade?
- What are your expectations for student behaviors in your differentiated classroom?

**Create** an introduction to your future students that explains your grading policy and expectations for student behaviors in your differentiated classroom. Be creative here, it can be a video, or a poster.

**Submit** your Unit Plan Part III and your introduction by Sunday.

**Note.** If you created a video or online poster for your introduction, submit a link to item.

## ***Week 8: Ready, Set, Go! – Putting It All Together***

### **Learning Objectives**

<b>8.1</b> Synthesize components of the course project as a plan for a differentiated classroom.	CLO2, CLO3, CLO4, CLO5
<b>8.2</b> Analyze differentiation as an instructional strategy.	CLO1
<b>8.3</b> Determine a classroom management plan for your differentiated classroom.	CLO5

### **Activities and Resources**

<b>Activity: In the Door Ticket</b>	N/A
There is no In the Door Ticket this week as we wrap up and put our ideas and strategies all together in a final Unit of Study.	

<b>Readings</b>	N/A
<b>Review</b> previous week’s readings as needed.	

### **Assignments**

<b>Discussion: High-Quality Product Assignments</b>	8.2
<p><b>Review</b> Figure 4.1 in Ch. 14 of How to Differentiate in Academically Diverse Classrooms.</p> <p><b>Respond</b> to the following prompts in the High-Quality Product Assignments discussion forum by Wednesday:</p> <ul style="list-style-type: none"> <li>• Which steps do you consider most critical for creating high-quality product assignments?</li> <li>• Defend why you selected those steps as most critical.</li> </ul> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	

<b>Assignment: Unit of Study</b>	8.1, 8.2, 8.3
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**Review** the feedback you received on the following:

- Five components of the Course Project created in Weeks 3 through 7.
- The papers you wrote in Weeks 1 and 2.

**Create** a finalized Unit of Study that incorporates the feedback.

**Compile** them into one document that contains the following:

- Summary of your *educational philosophy* in relation to differentiation as an instructional strategy.
- Summary of how the *Task Analysis* of a state standard helped you build the Unit Plan.
- Summary of your plan for providing an *environment* that addresses student learning profiles.
- Introduction to students on *grading policy and classroom management* in your differentiated classroom.
- Completed Unit Plan
- Introduction Lesson Plan
- Lesson Plan that provides differentiation for readiness

**Submit** your compiled Unit of Study by Sunday.

**Assignment: Reflection Paper**

8.2

**Review** your response to the Week 1 In the Door Ticket.

*“Week 1 In the Door Ticket, before you begin reading the assigned chapters complete the ticket – What do you currently know and understand about differentiation?”*

**Write** a one-to two-page reflection on what you now understand about providing a differentiated classroom for diverse learners.

**Compare** what you believed at the beginning of the course and what you now know is possible.

**Include** a self-assessment of your own readiness level for implementing differentiated instruction.

**Submit** your reflection as a Word document by Sunday.

**Rubrics**

**Discussion Rubric**

	<b>Exceeds Requirements 100%</b>	<b>Meets Requirements 88%</b>	<b>Approaches Requirements 75%</b>	<b>Below Requirements 68%</b>
<b>Initial Response to the Forum Topic</b> 15 points	Topic is addressed thoughtfully, supported by citations to experts and personal experience, and builds on prior posts.	Topic is addressed thoughtfully, supported by citations to personal experience, and builds on prior posts.	Topic is addressed thoughtfully, but not thoroughly supported by citations to experts, personal experience, or previous posts.	Topic is addressed superficially and without evidence that prior posts were considered.
<b>Feedback to Peer's Response to the Forum Topic</b> 10 points	Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented.	Thoughtful feedback missed one or two levels of the RISE model. Will result in an improvement in the work if implemented.	Feedback was thoughtful but did not include specific suggestions and references for improvement.	Feedback was superficial and did not cover all levels of the RISE model.

**Assignment Rubric – Weeks 1–8**

	<b>Exceeds Requirements</b>	<b>Meets Requirements</b>	<b>Approaches Requirements</b>	<b>Below Requirements</b>
<b>Content</b>	The assignment exceeds expectations displaying an advanced level of knowledge and understanding. 18-20 points	The assignment includes all the required elements. 15-17 points	The assignment has at least five of the required elements. 13-14 points	The assignment has less than five of the required elements. >13 points
<b>Application</b>	The student displays an advanced level of knowledge of the connections between the research findings and his or her own educational practice. 18-20 points	The student demonstrates a proficient level of knowledge of the connections between the research findings and his or her own educational practice. 15-17 points	The student provides a modest but insufficient level of knowledge between the research to his or her own practice, not supported by research. 13-14 points	Student makes no connection between the research and his or her own educational practice. >13 points
<b>Format</b>	The work product conforms to APA standards with no errors. 18-20 points	The work product conforms to APA standards with very few or no errors. 15-17 points	The work product generally conforms to APA standards with some errors. 13-14 points	The work product contains several errors and does not conform to APA guidelines. >13 points

**Signature Assignment Rubric–Unit of Study**

	<b>Exceeds Requirements</b>	<b>Meets Requirements</b>	<b>Approaches Requirements</b>	<b>Below Requirements</b>
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EDU62050: Content Knowledge & Instructional Practice IV–Differentiated Learning

<p><b>Summary 1– Differentiation as an instructional strategy</b></p>	<p>The student displays an advanced level of knowledge of the connections between the research findings and his or her own educational practice.  26-30 points</p>	<p>The student demonstrates a proficient level of knowledge of the connections between the research findings and his or her own educational practice.  22-25 points</p>	<p>The student provides a modest but insufficient level of knowledge between the research to his or her own practice.  19-21 points</p>	<p>Student makes no connection between the research and his or her own educational practice.  &gt;19 points</p>
<p><b>Summary 2– Task Analysis</b></p>	<p>The assignment is articulate and detailed displaying an advanced level of knowledge of unpacking of a state standard.  26-30 points</p>	<p>The assignment is articulate and detailed, demonstrating a thorough level of knowledge of unpacking of a state standard.  22-25 points</p>	<p>The assignment demonstrated a general level of knowledge of unpacking of a state standard. 19-21 points</p>	<p>The assignment lacks the detail necessary to demonstrate a basic level of knowledge unpacking a state standard.  &gt;19 points</p>
<p><b>Summary 3– Environment</b></p>	<p>The student displays an advanced level of knowledge of the connections between the research findings and his or her own educational practice in establishing a positive growth mindset learning environment.  26-30 points</p>	<p>The student demonstrates a proficient level of knowledge of the connections between the research findings and his or her own educational practice in establishing a positive growth mindset learning environment.  22-25 points</p>	<p>The student provides a modest but insufficient level of knowledge of the connections between the research to his or her own practice, in establishing a positive growth mindset learning environment.  19-21 points</p>	<p>Student makes no connection between the research and his or her own educational practice in establishing a positive growth mindset learning environment.  &gt;19 points</p>
<p><b>Summary 4– Management</b></p>	<p>The student displays an advanced level of knowledge of the connections between the research findings and his or her own educational practice in establishing a well-managed learning environment.  26-30 points</p>	<p>The student demonstrates a proficient level of knowledge of the connections between the research findings and his or her own educational practice in establishing a well-managed learning environment.  22-25 points</p>	<p>The student provides a modest but insufficient level of knowledge of the connections between the research to his or her own practice, in establishing a well-managed learning environment. 19-21 points</p>	<p>Student makes no connection between the research and his or her own educational practice in establishing a well-managed learning environment.  &gt;19 points</p>
<p><b>Unit-Lesson Plans</b></p>	<p>The student displays an advanced level of knowledge of analyzing a task analysis of a state standard and planning for instruction.  22-25 points</p>	<p>The student demonstrates a proficient level of knowledge of analyzing a task analysis of a state standard and planning for instruction.  19-21 points</p>	<p>The student provides a modest but insufficient level of knowledge of analyzing a task analysis of a state standard and planning for instruction.  17-18 points</p>	<p>Student makes no connection between analyzing a task analysis of a state standard and planning for instruction.  &gt;17 points</p>

EDU62050: Content Knowledge & Instructional Practice IV–Differentiated Learning

<b>PO1:</b> Integrate a research- and evidence-based theory of teaching and learning.	This level is achieved if the student earns a 93% or higher on the assessment.	This level is achieved if the student earns between 92% and 80% on the assessment.	This level is achieved if the student earns between 79% and 73% on the assessment.	This level is achieved if the student earns a 72% or less on the assessment.
<b>Specialty Standards: Teacher Performance Expectations (TPEs)</b>				
<b>TPE2:</b> Creating and Maintaining Effective Environments for Student Learning	This level is achieved if the student earns a 93% or higher on the assessment.	This level is achieved if the student earns between 92% and 80% on the assessment.	This level is achieved if the student earns between 79% and 73% on the assessment.	This level is achieved if the student earns a 72% or less on the assessment.
<b>TPE4:</b> Planning Instruction and Designing Learning Experiences for All Students	This level is achieved if the student earns a 93% or higher on the assessment.	This level is achieved if the student earns between 92% and 80% on the assessment.	This level is achieved if the student earns between 79% and 73% on the assessment.	This level is achieved if the student earns a 72% or less on the assessment.
<b>TPE5:</b> Assessing Student Learning	This level is achieved if the student earns a 93% or higher on the assessment.	This level is achieved if the student earns between 92% and 80% on the assessment.	This level is achieved if the student earns between 79% and 73% on the assessment.	This level is achieved if the student earns a 72% or less on the assessment.