# UNC
## UNIVERSITY OF NORTHERN COLORADO

# Extended Campus

College of Education & Behavioral Sciences
Department of Technology, Innovation & Pedagogy

In Partnership With:

iLearnCollaborative

TIP 508 Workshop
Differentiation Strategies in a Blended Environment

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|---|---|
| Instructor of Record: | TBD |
| Address: | iLearn Collaborative<br>1550 Wewatta St., Suite 200<br>Denver, CO 80202 |
| Email: | berholtz@ilearncollaborative.org |
| Phone: | (303) 522-2319 |
| Course Credits: | 2.0 graduate credits |
| Dates & Times: | Online:<br>TBD<br>The student must spend a minimum of 10 hours online per unit on the LMS completing course requirements and is expected to spend approximately 5 hours offline per unit compiling and submitting assignments. Three one-hour synchronous sessions will be offered. Dates and times for these sessions will be communicated to students. |

**COURSE DESCRIPTION:**
This course provides educators with the opportunity to study aspects of differentiation in a blended environment. Participants will examine strategies for differentiating instruction and content to personalize the learning experience for their students. Educators will have the opportunity to participate in scenario-based learning as well as design activities and lessons for immediate application.

**STUDENT LEARNING OUTCOMES:**
Upon completion of this course, students will be able to:
1. Develop a conceptual understanding of the elements of differentiated instruction

2.  Explore strategies for differentiating content, process, product, environment, and assessment
3.  Apply differentiation strategies to a blended learning model

**TEXTS, READINGS, INSTRUCTIONAL RESOURCES:**
Supplemental Reading:
Article links for openly sourced, supplemental reading and videos are included in each unit's topic.

**COURSE REQUIREMENTS:**
In order to receive a Passing grade, the participant must complete the following course requirements:
1.  Discussion Board Postings: Two (2) Original Posts and three (3) Responses per post per topic. Discussion board postings are typically based upon course readings and videos and require students to analyze, synthesize, reflect, and respond.
2.  Assignments: Assignments require students to apply session content to current blended practices, designing and developing learning activities for classroom implementation.
3.  Final Project: The final project is a culminating assignment that requires students to design, develop, and deliver a lesson that differentiates blended learning. Students will engage in peer observation, gather and analyze data, make observations, and reflect on the learning and instructional experience.
4.  Reflective Essay: This assignment requires students to conduct deeper investigations into the subject matter, producing an essay that synthesizes their findings, observations, and reflections.

**GRADE DISTRIBUTION AND SCALE:**
Grade Distribution:

| | |
|---|---|
| Discussion Participation | 20% |
| Assignment Completion | 10% |
| Final Project | 30% |
| Reflective Essay | 40% |

Grade Scale:
Grading will be Pass/Fail: A minimum score of 80% will be required to pass.

**COURSE SCHEDULE:**
UNIT ONE: Elements of a Differentiated Classroom
- Topic 1: Why Differentiate?
- Topic 2: Objectives
- Topic 3: Gather Data
- Topic 4: Classroom Climate

UNIT TWO: Differentiation Strategies
- Topic 1: Differentiate by Content
- Topic 2: Differentiate by Process
- Topic 3: Differentiate by Product
- Topic 4: Differentiate by Environment
- Topic 5: Differentiate by Assessment

UNIT THREE: Differentiation in Blended Classrooms
- Topic 1: Differentiation and Blended Learning
- Topic 2: Differentiate with Technology

UNIT FOUR: Reflective Essay

**UNC's Policies**
UNC's policies and recommendations for academic misconduct will be followed. For additional information, please see the Dean of Student's website, Student Handbook link www.unco.edu/dean-of-students/pdf/student-code-of-conduct.pdf.

**Disability Resources**
It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion or to an accurate assessment of your achievement (e.g. time-limited exams, inaccessible web content, use of videos without captions), please communicate this with your professor and contact Disability Support Services (DSS) to request accommodations.  Office: (970) 351-2289, Michener Library L-80. Students can learn more about the accommodation process at http://www.unco.edu/disability-support-services/.

**Honor Code**
All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community's academic, professional, and personal growth.  Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

**Special Term/Short Course**
Special Term Courses do not meet during a typical semester (begin or end earlier or later), these courses have different add/drop/withdrawal dates. It is the responsibility of the student to be aware of these dates. Please refer to "special term/short course deadlines" from this link: http://www.unco.edu/registrar/current-students/course-add-drop.aspx, to learn the dates for this course.

**Billing & Requesting Transcripts**
You will receive an email (to the UNC student Bear email account) when your bill has been posted. Bills are sent monthly; if your registration is processed in the middle of the month, you will not receive a billing statement until the following month. If you do not receive a billing statement, please contact UNC's Bursar's Office (part of Bear Central) at 970-351-4862.

There are two options for requesting transcripts. For an unofficial transcript, on your Student tab in URSA, choose "Unofficial transcript" located under the "Grades" heading. For an official transcript, go to: http://www.unco.edu/registrar/etranscripts.aspx.

# DIFFERENTIATION STRATEGIES IN A BLENDED ENVIRONMENT RUBRIC

## FORMATIVE ASSESSMENTS

Formative assessments measure your engagement with and understanding of content delivered in each topic. These assessments provide opportunities to reflect on your assignment as well as deliberate over topic content with your classmates in a discussion forum. Each assessment has a maximum rating of 30 points indicating topic knowledge and reflection.

### FINAL COURSE PROJECT: Design and Delivery of Differentiated Lesson

| Criteria | Grading Scale | | |
|---|---|---|---|
| Implementation and Supporting Documentation | 25 The supporting documentation incorporates all elements addressed in the instructions. Details are clearly communicated, and content demonstrates mastery of key concepts of differentiated learning implementation. | 15 Most criteria of the supporting documentation are included. One or more items are missing and/or lacking details. Content mastery is evident for the most part with only one or two elements excluded. | 5 The differentiated learning lesson is missing most of the listed criteria. |
| Reflection | 25 Addresses all criteria, providing depth in response to questions. | 15 Addresses most of the criteria, though little depth is added to response. | 5 Lacks depth and details in response. |
| Peer Observation | 10 Addresses peer observation requirements, provides clear feedback. | 5 Attempt at feedback as per observation requirements. | 0 Does not provide peer feedback. |

### COLLEGE CREDIT ASSIGNMENT: Reflective Essay

| Criteria | Grading Scale | | |
|---|---|---|---|
| Responsiveness to Topic | 15 Demonstrates thoughtful understanding of topic and criteria. Responds effectively to all aspects of assignment. | 12 Addresses most of the assignment criteria. May slight some aspects of topic in response. | 5 Demonstrates inability to understand assignment criteria and lacks a meaningful response to the topic. |
| Communication of Ideas | 15 Thoroughly explores topics, going beyond scope of subject matter to include insightful comments, ideas, and observations of key concepts and texts. | 12 Demonstrates some comprehension of topic though treats | 5 Is unfocused and incoherent. |

| | | subject matter simplistically or repetitively. | |
|---|---|---|---|
| Length and Organization | 15<br>Meets length requirement and Is clearly organized with well-supported ideas. | 12<br>Meets length requirement and is somewhat organized with some supported ideas. | 5<br>Does not meet minimum length requirement and Is undeveloped with little or no support. |
| Mechanics, Sentence Structure, Grammar, and Spelling | 15<br>Is free from errors in mechanics, structure, grammar, and spelling. | 12<br>Has some errors but demonstrates control of mechanics, structure, grammar, and spelling. | 5<br>Contains serious issues in mechanics, structure, grammar, and spelling. |

**CLASS SCHEDULE:**

**UNIT 1: ELEMENTS OF A DIFFERENTIATED CLASSROOM**

**Unit 1 - Topic 1: Why Differentiate?**

- **What is Differentiation?** As teachers reflect on their students, they will realize that every year, populations of students get more diverse, requiring educators to proactively plan for meeting the individual needs of their learners. As they examine Carol Ann Tomlinson's differentiation resource, they will learn that "differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction."
  - Resource exploration:
    - Resource: iLearn Collaborative - Differentiation Diagram
    - Article: Reading Rockets - Carol Ann Tomlinson - "What Is Differentiated Instruction" (2019)

- **Differentiation vs. Personalization and Individualization:** Before getting knee-deep into differentiation, teachers will learn about the differences between differentiation, individualization, and personalization.
  - Resource exploration:
    - Article: Barbara Bray and Kathleen McClaskey - "Personalization vs Differentiation vs Individualization"
    - Video: iLearn Collaborative - "Differentiated vs Individualized vs Personalized"

- **Why Differentiate?** Teachers will explore the myriad reasons for differentiating:
  - Differentiation IS:
    - proactive
    - more qualitative than quantitative
    - rooted in assessment

- taking multiple approaches to content, process, and product
- student centered
- a blend of whole-class, group, and individual instruction
- "organic" and dynamic
  - Resource exploration:
    - Article: ASCD - "7 Reasons Why Differentiated Instruction Works" (2017)

## Unit 1 - Topic 1 Activities:

- **Choose an Existing Unit of Study**
  - Teachers will select an existing unit of study, which they will differentiate throughout the course.
- **Knowledge Check: Personalized vs. Differentiated and Individualized Learning** (interactive drag and drop)
- **1.1 Discussion: Icebreaker**
  - Teachers will introduce themselves and discuss their experience with blended learning and differentiation
- **1.2 Discussion: Experiences with Differentiation**
  - What have your experiences been with differentiation? What obstacles (if any) have you encountered with differentiation?
  - After your initial response, respond to your classmates and suggest solutions to their obstacles.

## Unit 1 - Topic 2: Differentiating Objectives

- **Objectives and Goals:** Teachers will understand that a successful differentiated classroom begins with the end in mind. Objectives and goals should be written before other planning occurs and will remain the focus throughout the module. They will provide learning activities and experiences that meet the individual needs of their students while bringing all of them to the same learning target or objective.
- **Differentiating Learning Objectives:** Teachers will explore strategies for differentiating objectives and goals. They will understand that while the goal is for students to meet an overall unit/lesson objective, how they arrive at that can be differentiated or tailored to their needs. Guidelines for differentiated goals can be broken into:
  - All MUST…
  - Most SHOULD…
  - All SHOULD...
  - All COULD…
  - Some MIGHT…
  - Some should STRETCH TO…
- As teachers review examples of differentiating goals with these guidelines, they'll consider how they will integrate them into their instructional practice, focusing on the unit of study they will be differentiating for the course.
  - Resource exploration:
    - Presentation: "Differentiating Learning Objectives" (Rawlings, 2013)

- **Differentiation and Levels of Complexity:** Teachers will learn that as they begin to plan their learning objectives, they will realize that differentiation can be scaffolded and may comprise varying levels of Bloom's Taxonomy. Reviewing a Bloom's Taxonomy resource, they will connect what they have learned about breaking down objectives into: 1) thinking skill, 2) content, 3) resources, and 4) product.
  - Resource exploration:
    - Resource: Vanderbilt University Center for Teaching - Bloom's Taxonomy visual
    - Article: Byrdseed - "How To Differentiate Objectives for Gifted Learners"
    - Resource: Byrdseed - Differentiator
    - Video: Course Design on a Shoestring Budget - "How to Write Learning Objectives

Using Bloom's Taxonomy" (2014)

- **Evaluating Your Instructional Practice:** Teachers will understand that good practice includes self-assessment. As such, they will review a rubric that can be used for assessing how well they differentiate learning objectives in their instructional practice.
  - Resource exploration:
    - Rubric: PL Toolbox - "Differentiated Learning Objectives"
  - **Reflection:** Teachers will be prompted to reflect on the information they gleaned from the resources: *Based on the observation guide, where do you fall within the framework? What areas need improvement or development?*


## Unit 1 - Topic 2 Activity:

- **1.3 Assignment: Differentiating Learning Objectives**
  - You have selected a unit of study for this course. Make a copy of this view-only template and complete the following sections:
    - General Information
    - Standards and Overall Lesson Objectives
    - Differentiated Learning Objectives
  - Once you complete these sections of the template, share the link in this post and respond to your classmates' posts, commenting on their content.

## Unit 1 - Topic 3: Gathering Data

- **Data Collection:** One way to differentiate is through the use of student data and other pertinent information. Collecting and analyzing information such as student interests, demographics, and skills will help teachers determine appropriate pathways for students. They will explore differentiating by interests, profile, and readiness.

- **Differentiation by Interest:** Teachers will learn that differentiation by interest includes myriad methods: 1) talking, 2) observation, 3) interest surveys, and 4) voice and choice. As they explore each, they'll reflect on how they can apply the information.
  - Resource exploration:
    - Article: Edutopia - "Learner Interest Matters: Strategies for Empowering Student Choice" (2014)

- **Differentiation by Profile:** Multiple intelligence and learning styles data are often used to differentiate, so teachers will explore how this applies to differentiating by profile.
  - Resource exploration:
    - Video: The Learning Accelerator - "Learner Profiles at Lovett" (2017)
    - Article: Edutopia - "How Learning Profiles Can Strengthen Your Teaching" (McCarthy, 2014)
    - Resource: Sanford Inspire - "Preparing to Differentiate: Learner Profile"

- **Differentiation by Readiness:** There is a wealth of assessment data to dig through for each student in each classroom. Teachers will learn about using a progress monitoring tool and implementing a system where students track their own progress, which helps to guide further instruction. Those who utilize an LMS will understand that the data dashboard will provide the information that will determine readiness. Teachers will learn that as progress is tracked, it is important to look at the student in terms of his/her knowledge and understanding of the content as well as skills.
  - Resource exploration:
    - Resource: St. Vrain Valley School District - progress monitoring tool

- Article: ASCD - "Differentiation for Readiness:
- Video: Study.com - "Differentiating Instruction Based on Student Readiness"
- Article: Iris Center - "How do teachers differentiate instruction?"
- Article: Differentiation & LR Information for SAS Teachers - "Readiness, Interest and Learning Profile"

## Topic 3 Activities:

- **Knowledge Check: Differentiation by Interest, Profile & Readiness** (interactive multiple choice)
- **1.4 Assignment: Use a Tool to Gather Data**
  - Use a tech tool like Kahoot to create a way to gather data from students. You may want to gather information such as prior knowledge, background, etc. For this assignment:
    - Design and develop the data gathering product.
    - Administer the product in class.
    - Complete the Data Gathering Tool section of your template.
    - Post the link to your template in this submission area.

## Unit 1 - Topic 4: Classroom Climate

- **Reflection:** Teachers will be prompted to reflect on a question as they begin Topic 4: *What strategies will you use to develop a positive classroom climate that is conducive to differentiation?*

- **Classroom Climate:** Teachers will learn that a positive classroom climate is necessary for differentiation to work. As they consider how they will develop class climate, they'll take into account some of the basics: 1) Celebrate similarities and differences, which embraces diversity and builds equity; 2) Be flexible, understanding that not one instructional approach is right for all learners; treat each student as an individual; and 3) Use respectful assignments that are attainable yet challenging, keeping in mind that voice and choice should be an integral part of assessment design and development.

- **What Factors Influence Classroom Climate?:** Teachers will take a moment to review some of the critical factors impacting classroom climate as noted in a resource provided by Ambrose et. al. (2010, p. 173-179) and Cornell University Center for Teaching Excellence, Center for Teaching Innovation: 1) Stereotypes, 2) Tone, 3) Student-Student Interactions, 4) Teacher-Student Interactions, and 5) Content. They will break each down, considering the impact on differentiation.

- **Growth Mindset:** By now, teachers understand the importance of developing a growth mindset and its relevance in a differentiated classroom. They will consider their role and whether or not they model a growth mindset in their classroom. A deeper exploration of resources will prepare teachers for implementing activities that will focus on growth-mindset development.
  - Resource exploration:
    - Article: Sylvia Duckworth - "10 Growth Mindset Statements"
    - Article: User Generated Education - "The Educator and the Growth Mindset"
    - Article: Teaching Channel - "How can I help my students develop a growth mindset?"
    - Article: Edutopia - "Helping Struggling Students Build a Growth Mindset" (Wilson and Conyers, 2017)
    - Website: Mindset Works

- **Digital Mindset:** Equally important is the development of a digital mindset. Teachers will consider where they are on the spectrum of technology integration. Many educators new to blending instruction perceive technology as something that will create isolation or replace the teacher-student interactions necessary to build community. They will understand that technology--when intentionally integrated--can produce a seamless transition from face-to-face to online learning.

- ○ Resource exploration:
  - ■ Article: i3DigitalPD - "Four Mindsets for Digital Learning" (Loomis, 2017)
- ○ **Reflection:** Teachers will be prompted to reflect on the information they gleaned from the resource: *How can your digital mindset cultivate an environment that supports differentiation and promotes community? How can your digital mindset impact your students' growth mindset development? What's the connection?*

- ● **Independent Learners:** Teachers will understand that a growth mindset also ties to autonomy. As they consider developing independent learners, they will think about establishing clear expectations and designing their class policies and procedures well before students arrive. In a differentiated class, students are working on *different* activities, with *different* groups at *different* times. Teachers will learn to:
  - ○ expect independence and responsibility
  - ○ put structures in place so that students know what they should be doing, where they should be doing it, and when it should be done
  - ○ be sure to train your students on policies and procedures often

- ● **Voice and Choice:** Teachers will learn that student choice is highly effective. It gives students a sense of agency and motivation. Teachers will understand that they should make choice the center of their classroom climate. They should write classroom policies and procedures around the concept that students may be working on different activities at different times. Ultimately, they should have students help design classroom policies and procedures, giving them voice and choice when creating classroom climate.
  - ○ Resource exploration:
    - ■ Article: Edutopia - "Voice and Choice: It's More Than Just 'What'" (Miller, 2016)
  - ○ **Reflection:** Teachers will be prompted to reflect on the information they gleaned from the resource: *How can voice and choice differentiate learning in your classroom? How can it provide a positive classroom climate and help develop a growth mindset?*

## Unit 1 - Topic 4 Activity:

- ● **1.5 Discussion: Classroom Climate**
  - ○ What strategies will you use to develop a positive classroom climate that is conducive to differentiation?
  - ○ Be sure to read and respond to your classmates' posts.


## UNIT 2: DIFFERENTIATION STRATEGIES

## Unit 1 - Topic 1: Differentiate by Content

- ● **Content:** Teachers will think of KUD (what students should know, understand, and be able to do) when they consider how to differentiation by content. They will understand that teachers who differentiate learning should provide a variety of options for students to take in and receive the content. In this section, teachers will explore myriad resources and strategies for content differentiation, consider which to apply to their blended instructional practice.
  - ○ Resource exploration:
    - ■ Article: Shaelynn Farnsworth - "4 EdTech Ways to Differentiate in a Student-Centered Classroom" (2018)
    - ■ Article: Carol Ann Tomlinson - "What Is Differentiated Instruction?"
    - ■ Article: ASCD - "Key Elements of Differentiated Instruction"
    - ■ Article: Public Schools NSW - "Differentiating content, process, product, learning

environment"
- ■ Article: Lumen - "Differentiation"

- **Technology and Content Differentiation:** As teachers learn about utilizing technology to differentiate by content, they will focus on their current instructional practice and the technology they use. Considering how their choices differentiate content for their learners, they'll dive deeper into examples, strategies, and tools that will support this goal.
  - ○ Resource exploration:
    - ■ Video: LEARN NC - "Using technology to differentiate by content" (2015)
    - ■ Article: Kasey Bell - "Interactive Learning Menus (Choice Boards) Using Google Docs"
    - ■ Article: Shaelynn Farnsworth "RAFT Prompts & Technology: Writing to Learn Across the Disciplines" (2015)
    - ■ Resource: Freeology
    - ■ Article: Larry Ferlazzo - "The Best Places to Get the 'Same' Text Written for Different 'Levels'" (2014)
    - ■ Article: The Learning Toolbox - "Notetaking"
    - ■ Tool: Concept Mapping
    - ■ Tool: Cornell Notes
    - ■ Tool: Sketchnoting
  - ○ **Reflection:** Teachers will be prompted to reflect on the information they gleaned from the resources: *Understanding differentiation by content, what strategies will you implement in your blended classroom?*

## Unit 1 - Topic 2: Differentiate by Process
- **Process:** Process is how students learn the content, which is why the two truly overlap. Students should have access to multiple ways of accessing the material. Teachers will understand that learning styles and student interests can guide the choices they offer. They should vary the instructional method (direct instruction, discussion, small group, etc). and mode (audio, visual, kinesthetic).
  - ○ Resource exploration:
    - ■ Article: Shaelynn Farnsworth - "4 EdTech Ways to Differentiate in a Student-Centered Classroom" (2018)
    - ■ Resource: Lumen - "Differentiation"
    - ■ Article: Carol Ann Tomlinson - "What Is Differentiated Instruction?"

- **Process Differentiation - Deeper Dive:** Teachers will spend time reviewing myriad examples, strategies, and tools that will support this goal.
  - ○ Article: NSW - "Differentiating content, process, product, learning environment"
  - ○ Article: Resilient Educator - "What is Differentiated Instruction? Examples of How to Differentiate Instruction in the Classroom" (Weselby, 2020)
  - ○ Article: Granite State College - "Ch. 12 Differentiated Instruction"
  - ○ Article: Harrison - "Differentiation Focus: Learning Contracts/Choice Boards"
  - ○ Resource: IRIS Center
  - ○ Article: Eise Everywhere - "Strategies for Differentiation: Curriculum Compacting, TieredAssignments, Independent Projects"
  - ○ Article: Read Write Think - "Using the Think-Pair-Share Technique"
  - ○ Video: Ken Wong - "Differentiation by Process - Flexible Grouping" (2015)
- **Reflection:** Teachers will be prompted to reflect on the information they gleaned from the resources: *Understanding differentiation by process, what strategies will you implement in your blended classroom?*

## Unit 2 - Topic 3: Differentiate by Product
- **Product:** Teachers will understand that product is how they expect the students to demonstrate what

they have learned. They should give students choices as to how they will show what they know. Teachers will learn that they should use rubrics to assess learning and encourage students to develop their own ideas for products.
- ○ Resource exploration:
  - ■ Article: Shaelynn Farnsworth - "4 EdTech Ways to Differentiate in a Student-Centered Classroom" (2018)

- **Product Differentiation - Deeper Dive:** Teachers will spend time reviewing myriad examples, strategies, and tools that will support this goal.
  - ○ Resource exploration:
    - ■ Article: Carol Ann Tomlinson - "What Is Differentiated Instruction?"
    - ■ Article: Rachel Lynette - "72 Creative Ways for Students to Show What They Know"
    - ■ Resource: Tangischool - "RAFT Assignments"
    - ■ Article: lcps. k12 - "RAFTs"
    - ■ Article: Iris Center - "Page 7: Differentiate Product"
    - ■ Article: Kasey Bell - "Interactive Learning Menus (Choice Boards) with G Suite – FREE Templates" (2017)
    - ■ Resource: Smore - "Choice Boards, Menus & Tic-Tac-Toe"
    - ■ Article: Help4Teachers - "An Overview of Dr. Kathie Nunley's Layered Curriculum" (Nunley, 2014)
    - ■ Resource: Help4Teachers - "Layered Curriculum"
  - ○ **Reflection:** Teachers will be prompted to reflect on the information they gleaned from the resources: *Understanding differentiation by product, what strategies will you implement in your blended classroom?*

## Unit 2 - Topic 4: Differentiate by Environment

- **Environment:** This type of differentiation entails varying the learning environment, whether it is face-to-face, online, or blended. Teachers learned about flexible grouping as a strategy for differentiation. They will delve deeper into this strategy and explore additional ideas that differentiate by environment:
  - ○ Resource exploration:
    - ■ Article: Eduplace - "Flexible Grouping" (Valentino, n.d.)
    - ■ Article: NWEA - "4 Reasons Why Flexible Grouping is a Powerful Force for Learning" (2015)
    - ■ Video: Eanes ISD - "Flexible Learning Environments" (2014)

- **Environment Differentiation - Deeper Dive:** Teachers will spend time reviewing myriad examples, strategies, and tools that will support this goal.
  - ○ Resource exploration:
    - ■ Article: Carol Ann Tomlinson - "What Is Differentiated Instruction?"
    - ■ Article: Teach Thought - "How To Use Flexible Grouping In The Classroom" (2017)
    - ■ Resource: Differentiated Instruction - "Flexible Groupings"
    - ■ Tool: Twiddla
    - ■ Tool: Padlet
    - ■ Tool: Blogger
  - ○ **Reflection:** Teachers will be prompted to reflect on the information they gleaned from the resources: *Understanding differentiation by environment, what strategies will you implement in your blended classroom?*

## Unit 2 - Topic 5: Differentiate by Assessment

- **Assessment:** Differentiation by assessment is to use ongoing assessments to guide instruction.

Assessments might be formative or summative in nature. Teachers will explore myriad examples and strategies in this section.
- ○ Resource exploration:
    - ■ Article: Shaelynn Farnsworth - "4 EdTech Ways to Differentiate in a Student-Centered Classroom" (2018)
    - ■ Article: Lumen - "Differentiation"

- ● **Assessment Differentiation - Deeper Dive:** Teachers will spend time reviewing myriad examples, strategies, and tools that will support this goal.
    - ○ Resource exploration:
        - ■ Video: SAGE - "Differentiated Assessment" (2016)
        - ■ Article: Cool Tools for School - "Thing 18: Student Assessment & Feedback Tools"
        - ■ Article: Wabisabi Learning - "15 Assessment Activities That are Fast, Fun, and Informative" (2018)
        - ■ Article: Teaching and Learning in Higher Education - "Examples of Innovative Assessments"
        - ■ Article: IDEAS - "Alternate Assessments for Students with Disabilities: FAQs"
    - ○ **Reflection:** Teachers will be prompted to reflect on the information they gleaned from the resources*: Understanding differentiation by assessment, what strategies will you implement in your blended classroom?*

**Unit 2 Activities:**

- ● **Knowledge Check: Differentiation by Content, Process, Product, Environment & Assessment** (interactive multiple choice)
- ● **2.1 Discussion: Technology and Differentiation**
    - ○ You have explored some digital tools that support differentiated learning. Share ideas you have regarding how one or more of these tools can support a specific differentiated strategy, i.e., content, process, product, environment, or assessment.
    - ○ If you have some tools in your technology toolbelt you'd like to share with us, include the links in this forum and explain how they can support one or more of the strategies presented in this unit.
    - ○ Be sure to read and comment on your classmates' posts.
- ● **2.2 Assignment: Choice Board or Learning Menu**
    - ○ You have explored technology integration strategies and examined tools, selecting some for your digital toolbox. Understanding the value of voice and choice in a differentiated blended classroom, create a choice board or learning menu for the existing unit of study you're differentiating for this course. The choice board may provide tech options for Content, Product, or Assessment.
        - ■ Share the link to your choice board/menu (please change your share setting to "anyone with the link can view").
        - ■ Provide a brief contextual description of the unit of study and purpose of the choice board/menu as it applies to the learning objectives/outcomes. Discuss how it will be integrated into the unit f study. Be sure to include your grade level/content focus in the description.
        - ■ Review your classmates' posts and comment on them, providing insight and feedback.
- ● **2.3 Assignment: Differentiation Scenario**
    - ○ Review the differentiated scenario presented by the National Center on Intensive Intervention. Using this pre-made, view-only template, complete the task of 1) choosing two differentiated approaches to the scenario's learning objective and 2) determining the pros and cons of the strategies. Once done, share your template with your classmates.
    - ○ *Please note that you will need to make a copy of the template before you can edit it. Please

- **2.4 Assignment: Differentiating Strategies and Assessments**
  - Spend time thinking about your differentiated lesson. What strategy or strategies will you focus on for this lesson, i.e., differentiation by content, process, product, or environment? What about assessments, whether formative or summative? How will they be differentiated?
  - Add your ideas to your template, completing these sections:
    - Differentiated Strategies
    - Differentiated Assessments
  - Once you complete these sections of the template, share the link in this post and respond to your classmates' posts, commenting on their content.

# UNIT 3: DIFFERENTIATION IN BLENDED CLASSROOMS

## Unit 3 - Topic 1: Differentiation and Blended Learning

- **Differentiation and Blended Learning:** Blended learning and online learning make differentiation much more manageable. They will consider these tips:
  - Depending on their model, they will use virtual class meetings to meet with individual students, partners, or groups.
  - They should allow students to work at their own pace and guide their students' path through an LMS, utilizing functions such as assigning group tasks or hiding content until a student is ready to move on.

- **Differentiation in Station Rotation and a Flipped Classroom:** As these two blended models are most widely implemented, teachers will explore strategies specific to differentiating in these learning environments:
  - Resource exploration:
    - Article: Teach Hub - "Differentiated Instruction Strategies: Learning Stations" (Cox, n.d.)
    - Article: The Learning Accelerator - "How do I deepen differentiation and personalization within a station rotation model?"
    - Video: Edutopia - "Station Rotation: Differentiating Instruction to Reach All Students" (2017)
    - Article: George Ober - "Fliperentiation: Flipped Classroom + Differentiation = Fliperentiation"
    - Article: Edutopia - "'Fliperentiated' Instruction: How to Create the Customizable Classroom" (Hirsch, 2014)
    - Video: Jon Bergmann - "The Flipped Class Solves the Problem of Differentiation" (2012)
    - Article: Edutopia - "Differentiated Instruction: Resource Roundup" (2016)
    - Video: LEARN NC - "Using technology to differentiate by content" (2015)
    - Video: LEARN NC: "Using technology to differentiate by learning environment" (2015)

## Unit 3 - Topic 1 Activity:

- **3.1 Assignment: Differentiation in Your Blended Model**
  - You're ready to put the final pieces together for your differentiated lesson before delivering it to your students. Complete the **Lesson Details** section of your template.
  - Once you complete this section of the template, share the link in this post and respond to your classmates' posts, commenting on their content.

**Unit 3 - Topic 2: Theory Into Practice**

- **Differentiation Lesson Design, Development & Delivery:** Applying the content teachers have learned in the course, they will prepare and implement a lesson that integrates differentiation strategies and methods.
    - Step 1: Produce a 3-5-minute video of you delivering a portion of the differentiated lesson. Please note that due to FERPA, your video should only capture teacher facilitation; students should not be in the video unless you can blur their images. If you walk around the classroom, engaging with your students during the lesson, the video should capture audio. In place of a video, you may produce a photo journal of the lesson implementation. Include 5-8 images with narratives that describe parts of the differentiated lesson. Use a digital tool of your choice for the journal.
    - Step 2: Reflect on the instructional and student learning experience by responding to these questions in a written, video, or audio format:
        - Describe your experience in designing and developing a differentiated lesson for a unit of study.
        - Did you differentiate by content, process, product, environment, or assessment? What specific elements of the lesson differentiated learning for your students?
        - What went well with the lesson you implemented? What were relevant challenges and how did you address those challenges?
        - How did you measure student engagement and achievement?
        - What did your student feedback reveal about this learning experience? Provide specific details about the information you gathered from students in terms of 2-3 work samples, data, and observations and how they will be used moving forward. If you are submitting a photo journal, you may include these materials in the journal.
        - How did the overall learning experience inform your current instructional practice?
        - What are your next steps moving forward as a blended practitioner integrating differentiated instruction into your practice?
    - Step 3: Add your video/photo journal link to this form. In it, you will be asked if you'd like to share your lesson with other practitioners taking this course. We hope you'll consider allowing educators to learn from your experience and expertise. Just like our students, we learn best from one another!
    - Step 4: Post the link to the lesson plan template, video/photo journal, and reflection responses in Unit 3 of the course (in the assignment/discussion submission). Before you submit, go back through the lesson, and in the discussion forum where you post the video/photo journal link, ask for specific feedback on sections where you need recommendations, ideas, or solutions to problems you see in your lesson design. For example, if there's a part of your lesson where you feel students were confused, not knowing what to do next, you might ask for scaffolding ideas for that portion of the lesson.
    - Step 5: Peer Observation: Choose one participant in the course, view his/her video/photo journal, and provide feedback regarding the lesson (or portion of the lesson) that was captured in the video/photo journal. Feedback may include asking questions for clarity, commenting on lesson design or delivery, sharing thoughts and insights about student engagement, or anything else you deem helpful in your peer observation.

**Unit 3 - Topic 2 Activities:**

- **3.2 Assignment: Differentiated Lesson Submission and Peer Observation**
    - Use this thread to post your final course project and complete your peer observation. Include the link to your video as well as all supporting documents, including the lesson plan template, student work samples (with names removed, please), observations, and reflection responses.
    - Once you post, choose one participant in the course for your peer observation.

- **3.3 Discussion: Your Blended Differentiation Integration Experience**
  - Now that you have completed this course, please create a video sharing your experience integrating BL models/strategies in your classroom. You may use Screencast-o-Matic, Jing, Quicktime, or any other video making software/digital tool that you prefer.
  - Provide details regarding one or all of these elements:
    - student engagement/ownership of learning
    - differentiating content in your blended classroom
    - student achievement
    - relevant challenges (and how you overcame them)
    - anything else you'd like to discuss regarding your blended instructional practice
  - Once you post your video, review and respond to your classmates' submissions and complete this form.


## UNIT 4: REFLECTIVE ESSAY

Instructions:
- For this assignment, write a four-page, single-spaced reflective essay in APA format that addresses the following components:
  1. <u>Highlights and Insights</u>: What did you glean from the course content? Share your insights and "aha" moments as you progressed through the content. What did you learn from your classmates?
  2. <u>Related Independent Research</u>: Conduct an additional search for resources related to the course content. How will you apply this knowledge? Did you investigate anything that posed questions or concerns regarding the integration of differentiated blended learning instructional practices? What reinforced your ideas, observations, or insights?
  3. <u>Instructional Focus</u>: As you continue to move forward and grow as a blended educator, what goals have you set for yourself? What is your plan of action for developing your practices and skill sets?