



Ashford
UNIVERSITY

EDU500

DIFFERENTIATION: DESIGNING FOR STUDENT DIFFERENCES

Course Guide

What is differentiated instruction and why do instructors need to know how to differentiate? Participants enrolled in this course will explore a variety of evidence-based strategies and tools that help to effectively meet the diverse needs of learners in the classroom. With opportunities to observe, analyze, plan, and execute differentiated instructional practices, participants in this course will deepen their understanding through direct application and self-reflection.

TABLE OF CONTENTS

TABLE OF CONTENTS	2
COURSE AT A GLANCE	5
COURSE DESCRIPTION.....	5
COURSE DESIGN.....	5
COURSE LEARNING OUTCOMES	6
COURSE MATERIALS	7
REQUIRED RESOURCES	7
<i>Articles</i>	7
<i>Multimedia</i>	7
RECOMMENDED RESOURCES	7
<i>Articles</i>	7
<i>Multimedia</i>	8
<i>Websites</i>	9
COURSE GRADING	10
DISCUSSIONS	10
ASSIGNMENTS	10
FINAL PROJECT.....	10
GRADING PERCENT BREAKDOWN.....	11
MODULE 1	12
HOW DO YOU DIFFERENTIATE?	12
<i>Overview</i>	12
<i>Module Learning Outcomes</i>	12
<i>Introduction</i>	12
<i>Required Resources</i>	13
<i>Recommended Resources</i>	13
<i>Discussions</i>	15
<i>Assignment</i>	17
MODULE 2	20
ASSESSING FOR DIFFERENTIATION	20

<i>Overview</i>	20
<i>Module Learning Outcomes</i>	20
<i>Introduction</i>	20
<i>Required Resources</i>	20
<i>Recommended Resources</i>	21
<i>Discussions</i>	23
MODULE 3	27
TECHNIQUES FOR DIFFERENTIATION.....	27
<i>Overview</i>	27
<i>Module Learning Outcomes</i>	27
<i>Introduction</i>	27
<i>Required Resources</i>	28
<i>Recommended Resources</i>	28
<i>Discussions</i>	31
<i>Assignment</i>	32
MODULE 4	35
PLANNING FOR DIFFERENTIATION	35
<i>Overview</i>	35
<i>Module Learning Outcomes</i>	35
<i>Introduction</i>	35
<i>Required Resources</i>	36
<i>Recommended Resources</i>	36
<i>Discussions</i>	37
<i>Assignment</i>	39
MODULE 5	42
DIFFERENTIATED LESSONS IN ACTION.....	42
<i>Overview</i>	42
<i>Module Learning Outcomes</i>	42
<i>Introduction</i>	42
<i>Required Resources</i>	43
<i>Recommended Resources</i>	43
<i>Discussions</i>	44
<i>Assignment</i>	45

MODULE 6 48

CREATING YOUR DIFFERENTIATION TOOLBOX 48

Overview 48

Module Learning Outcomes 48

Introduction 48

Required Resources 48

Recommended Resources 49

Discussions 49

Final Project 51

COURSE MAP 54

COURSE AT A GLANCE

COURSE DESCRIPTION

What is differentiated instruction and why do instructors need to know how to differentiate? Participants enrolled in this course will explore a variety of evidence-based strategies and tools that help to effectively meet the diverse needs of learners in the classroom. With opportunities to observe, analyze, plan, and execute differentiated instructional practices, participants in this course will deepen their understanding through direct application and self-reflection.

COURSE DESIGN

Relevancy. Engagement. Fun. Challenge—what students can expect from Differentiation: Designing for Student Differences.

As educators, there is great responsibility to go beyond mere delivery of instruction. Thoughtful consideration of student abilities, interests, and needs is fundamental in the instructional process. Moreover, as the demands for learning continually expand to that of a global focus, it is critical that educators also make efforts to develop themselves as 21st century citizens using digital tools and resources that serve as a common language for learners, and the world today.

In this course, students have consistent exposure to exemplary models of teaching. Specifically, teachers in organic environments model differentiated instruction strategies through engaging videos from Teaching Channel, “...a thriving online community where teachers can watch, share, and learn diverse techniques to help every student grow” (Teaching Channel, 2018). Students in this course have ongoing opportunities to reflect upon observed strategies and apply them in practical ways, expanding their understanding and ability to design and deliver instruction that is differentiated.

Moreover, 21st century skills are exercised through a variety of cloud-based and digital tools such as an electronic portfolio to archive work and resources; a personal blog to communicate with fellow classmates, their instructor and potentially, a much larger audience; and cloud-based bookmarking options for efficient collection and sharing of digital resources.

Careful attention is paid to scaffolding of key concepts and application of skills between each module. The course ends with a culminating project utilizing the student's own ePortfolio (Portfolium) to create a Differentiation Toolbox intended to add value to their professional practice long after the course ends.

This course is designed to accommodate flexible learning options where students can progress through each of the six modules at their own pace. All six modules are expected to be completed in approximately six weeks. If the student anticipates needing time beyond six weeks to complete the course, the instructor should be notified by Module 3. An extension of up to 30 days may be granted and an Incomplete Grade Request submitted on the student's behalf.

PACING GUIDE	
Approximate Time per Module	Estimated Completion
*1 week/module	6 weeks *average
2-3 days/module	3-4 weeks
2 weeks/module	12 weeks

COURSE LEARNING OUTCOMES

Upon successful completion of this course, students will be able to

1. Analyze the impact that differentiated instruction has on student learning.
2. Apply a variety of evidence-based differentiated instructional strategies and tools in a learning environment.
3. Evaluate the relationship between assessment and differentiation.

COURSE MATERIALS

REQUIRED RESOURCES

Articles

Catapano, J. (n.d.). [A technique for self-reflection: Video recording](http://www.teachhub.com/technique-self-reflection-video-recording). Retrieved from <http://www.teachhub.com/technique-self-reflection-video-recording>.

Jones, L. (2012, September 17). [Setting the stage for differentiation](https://www.teachingchannel.org/blog/2012/09/17/3-ways-to-assess-your-class/) [Blog post]. Retrieved from <https://www.teachingchannel.org/blog/2012/09/17/3-ways-to-assess-your-class/>

Jones, L. (2012, October 9). [What my favorite math routine taught me about differentiation](https://www.teachingchannel.org/blog/2012/10/09/differentiate-math-routine/) [Blog post]. Retrieved from <https://www.teachingchannel.org/blog/2012/10/09/differentiate-math-routine/>

Jones, L. (2015, April 1). [Meeting the needs of diverse learners: Six differentiation strategies for new teachers](https://www.teachingchannel.org/blog/2015/04/01/6-differentiation-strategies/#more-185634) [Blog post]. Retrieved from <https://www.teachingchannel.org/blog/2015/04/01/6-differentiation-strategies/#more-185634>

Morris, K. (2018, January 22). [10 tips for making your blog posts easier to read](https://www.theedublogger.com/2018/01/22/10-tips-for-making-your-blog-posts-easier-to-read/) [Blog post]. Retrieved from <https://www.theedublogger.com/2018/01/22/10-tips-for-making-your-blog-posts-easier-to-read/>

Tomlinson, C., Moon, T., & Imbeau, M. B. (2015). [Assessment and student success in a differentiated classroom](http://www.ascd.org/ASCD/pdf/siteASCD/publications/assessment-and-di-whitepaper.pdf). Retrieved from www.ascd.org/ASCD/pdf/siteASCD/publications/assessment-and-di-whitepaper.pdf

White, M. (2012, February 24). [Top 4 ingredients for differentiation](https://www.teachingchannel.org/blog/2012/02/24/top-4-differentiation/) [Blog post]. Retrieved from <https://www.teachingchannel.org/blog/2012/02/24/top-4-differentiation/>

Multimedia

Teaching Channel. (n.d.). [Using sentence frames to jumpstart writing](https://www.teachingchannel.org/videos/jumpstart-student-writing) [Video file]. Retrieved from <https://www.teachingchannel.org/videos/jumpstart-student-writing>

RECOMMENDED RESOURCES

Articles

Alber, R. (2014, January 24). [6 scaffolding strategies to use with your students](https://www.edutopia.org/blog/scaffolding-lessons-six-strategies-rebecca-alber) [Blog post]. Retrieved from <https://www.edutopia.org/blog/scaffolding-lessons-six-strategies-rebecca-alber>

BBC Active. (n.d.). [Methods of differentiation in the classroom](http://www.bbcactive.com/BBCActiveIdeasandResources/MethodsofDifferentiationintheClassroom.aspx). Retrieved from <http://www.bbcactive.com/BBCActiveIdeasandResources/MethodsofDifferentiationintheClassroom.aspx>

- Cox, J. (n.d.). [Differentiated instruction strategies: Tiered assignments](http://www.teachhub.com/differentiated-instruction-strategies-using-tiered-assignments). Retrieved from <http://www.teachhub.com/differentiated-instruction-strategies-using-tiered-assignments>
- Jones, L. (2012, September 17). [Setting the stage for differentiation](https://www.teachingchannel.org/blog/2012/09/17/3-ways-to-assess-your-class/) [Blog post]. Retrieved from <https://www.teachingchannel.org/blog/2012/09/17/3-ways-to-assess-your-class/>
- Jones, L. (2015, April 1). [Meeting the needs of diverse learners: Six differentiation strategies for new teachers](https://www.teachingchannel.org/blog/2015/04/01/6-differentiation-strategies/#more-185634) [Blog post]. Retrieved from <https://www.teachingchannel.org/blog/2015/04/01/6-differentiation-strategies/#more-185634>
- Kapuler, D. (2013, August 7). [10 sites for differentiated instruction](https://www.techlearning.com/tl-advisor-blog/6226) [Blog post]. Retrieved from <https://www.techlearning.com/tl-advisor-blog/6226>.
- The Muse. (2012, June 5). [Giving constructive criticism -- That won't make anyone cringe](https://www.forbes.com/sites/dailymuse/2012/06/05/giving-constructive-criticism-that-wont-make-anyone-cringe/2/#21130057643f). Retrieved from <https://www.forbes.com/sites/dailymuse/2012/06/05/giving-constructive-criticism-that-wont-make-anyone-cringe/2/#21130057643f>
- Subban, P. (2006). [Differentiated instruction: A research basis](https://files.eric.ed.gov/fulltext/EJ854351.pdf). *International Education Journal*, 7(7), 935-947. Retrieved from <https://files.eric.ed.gov/fulltext/EJ854351.pdf>
- Weselby, C. (2014, October 1). [What is differentiated instruction? Examples of how to differentiate instruction in the classroom](https://education.cu-portland.edu/blog/classroom-resources/examples-of-differentiated-instruction/) [Blog post]. Retrieved from <https://education.cu-portland.edu/blog/classroom-resources/examples-of-differentiated-instruction/>

Multimedia

- Ben, N. (Director & Producer). (n.d.). [Using stations to explore algebra expressions](https://www.teachingchannel.org/videos/high-school-algebra-lesson) [Video file]. Retrieved from <https://www.teachingchannel.org/videos/high-school-algebra-lesson>
- Buckwalter, J. (Director), & Simonson, J. (Producer). (2011). [Content differentiation in 3rd grade science](https://www.teachingchannel.org/videos/content-differentiation-science) [Video file]. Retrieved from <https://www.teachingchannel.org/videos/content-differentiation-science>
- Curran, P. (Producer & Director), & Wilkinson, S. (Executive Producer). (n.d.). [Geography with a sensory approach](https://www.teachingchannel.org/videos/geography-lesson-idea-rain-forest) [Video file]. Retrieved from <https://www.teachingchannel.org/videos/geography-lesson-idea-rain-forest>
- Ernst, A., & Wegdam, M. (Producers). (2011). [New teacher survival guide: Differentiating instruction](https://www.teachingchannel.org/videos/differentiating-instruction) [Video file]. Retrieved from <https://www.teachingchannel.org/videos/differentiating-instruction>
- Fox, A. (Director & Producer) & Turpie, J. (Executive Producer). (n.d.). [Snowball technique: Build knowledge incrementally](https://www.teachingchannel.org/videos/snowball-technique-teaching-incrementally) [Video file]. Retrieved from <https://www.teachingchannel.org/videos/snowball-technique-teaching-incrementally>
- Page, L. (2015, June 16). [RTI: Response to intervention](https://youtu.be/BHOaQcX5gX0) [Video file]. Retrieved from <https://youtu.be/BHOaQcX5gX0>
- Simonsen, J. (Producer). (n.d.). [Differentiating with learning menus](https://www.teachingchannel.org/videos/differentiating-instruction-strategy) [Video file]. Retrieved from <https://www.teachingchannel.org/videos/differentiating-instruction-strategy>
- Slattery, I. (Director), Ryan, C., & Slattery, I. (Producers). (n.d.). [Rick's Reading workshop: Silent reading](https://www.teachingchannel.org/videos/silent-reading-lesson-plan) [Video file]. Retrieved from <https://www.teachingchannel.org/videos/silent-reading-lesson-plan>

- Teaching Channel. (n.d.). [Differentiating in math using computer games](https://www.teachingchannel.org/videos/differentiating-in-math) [Video file]. Retrieved from <https://www.teachingchannel.org/videos/differentiating-in-math>
- Teaching Channel. (n.d.). [Jenna's 5th grade class culture](https://www.teachingchannel.org/videos/jennas-fifth-grade-class-culture) [Video file]. Retrieved from <https://www.teachingchannel.org/videos/jennas-fifth-grade-class-culture>
- Teaching Channel. (n.d.). [Learning menus: Giving options & independence](https://www.teachingchannel.org/videos/independence-in-learning) [Video file]. Retrieved from <https://www.teachingchannel.org/videos/independence-in-learning>
- Teaching Channel. (n.d.). [Scaffolds for critical thinking](https://www.teachingchannel.org/videos/scaffolding-critical-thinking) [Video file]. Retrieved from <https://www.teachingchannel.org/videos/scaffolding-critical-thinking>
- Teaching Channel. (n.d.). [Small group and individualized math instruction](https://www.teachingchannel.org/videos/small-group-individualized-math-instruction) [Video file]. Retrieved from <https://www.teachingchannel.org/videos/small-group-individualized-math-instruction>
- TEDxYouth. (2013, December 19). [Differentiated learning: Ilana Vines at TEDxYouth@ISASDuchesneAcademy](https://youtu.be/5M1IKf-94q4) [Video File]. Retrieved from <https://youtu.be/5M1IKf-94q4>
- Weimberg, G., Slattery, I. (Writers), Crysdale, E., & Romagnolo, N. (Directors & Producers). (n.d.). [Guided reading with Jenna: Classroom management](https://www.teachingchannel.org/videos/classroom-management-guided-reading) [Video file]. Retrieved from <https://www.teachingchannel.org/videos/classroom-management-guided-reading>
- Weimberg, G., Slattery, I. (Writers), Crysdale, E., & Romagnolo, N. (Directors & Producers). (n.d.). [Guided reading with Jenna: Overview](https://www.teachingchannel.org/videos/guided-reading-introduction) [Video file]. Retrieved from <https://www.teachingchannel.org/videos/guided-reading-introduction>

Websites

- [Differentiation Daily](https://differentiationdaily.com). (<https://differentiationdaily.com>)
- [Teaching Channel](http://www.teachingchannel.org). (<http://www.teachingchannel.org>)

COURSE GRADING

Multiple measures of assessment are used in the course, allowing students opportunities to demonstrate their learning in more than one way and giving consideration to individual learning styles. Course components that will be assessed are noted below.

DISCUSSIONS

In each module, students will participate in online discussions with their instructor. Discussions relate to assigned readings, videos, and other resources pertaining to the module topic. These discussions replace the interactive dialogue that occurs in the traditional classroom setting and provide valuable opportunities to exchange ideas, communicate understanding, and engage in critical thinking. Students are expected to post an initial response for the instructor to review and provide feedback. While a specific number of days interacting in the discussion is not required, it is expected that students check back in to the discussion before advancing to the next module to address instructor feedback.

Discussions represent 35% of the overall course grade.

ASSIGNMENTS

There are written assignments due in Modules 1, 3, 4, and 5 of this course. These assignments must reflect college-level writing. **Assignments represent 45% of the overall course grade.**

FINAL PROJECT

The final assignment for this course is a Final Project completed in Module 6 and is required to pass the course. The purpose of the Differentiation Toolbox is for you to culminate the learning achieved in the course by compiling a series of strategies, resources and examples that can be applied to the learning environment. Throughout the duration of the course, teachers will acquire a personal collection of resources, strategies, and tools assisting them with meaningful and effective integration of differentiated instruction. Their collection of resources and personal artifacts culminate as the final project and will be included as part of their ePortfolio. **The Final Project represents 20% of the overall course grade.**

GRADING PERCENT BREAKDOWN

Activity	Grading Percent
Discussions	35
Assignments	45
Final Project	20
Total	100

MODULE 1

HOW DO YOU DIFFERENTIATE?

To be completed during the first module and before advancing to Module 2.

Overview

Activity	Due Date	Format	Grading Percent
Introduction-Setting the Stage	Complete before advancing to Module 2	Discussion	4
How Do You Differentiate? Part 1		Discussion	3
Assessing Differentiation: Learner Profiles and Assessment Resources		Assignment	10

Module Learning Outcomes

Students will

1. Examine multiple differentiation strategies that affect and assess student learning in the classroom.
2. Create a learner profile summary for students that incorporates assessment strategies and resources for differentiation.

Introduction

Welcome to Differentiation: Designing for Student Differences! Before we start, it's important to take time to get to know the learning environment you'll be interacting with during the course. Set aside time before responding to the assigned discussions and assignment for this module to establish your profile in your course account and create a biography to introduce yourself. You'll use this information in our first discussion.

1. Create your account profile –access the account tab, select Profile, “edit.”
 - Write a brief biography of yourself. Explore your instructor’s biography as a possible model for your own. Include appropriate personal and relevant professional information to describe yourself.
 - Upload a picture that will best represent you—one of yourself or something of personal value.
2. Explore the learning platform—Canvas

It's equally important to take time to locate all components and resources of the course room. Set yourself up for success by exploring the following:

- Home page—Welcome message, layout, etc.
- Announcements—Check this routinely during each module
- Syllabus—Read first
- Modules—This is where every module is laid out at-a-glance for easy access. Resources for the course are also located here
- Grades—Access your grades here
- Course Policies—Important information regarding Discussion posts, Student Responsibilities & Policies, and Technology Requirements & Support
- Writing Center—Locate the live tutoring, Grammarly, and Email contact links. Explore all of the helpful tools in the writing center
- Course Resources—Review the FAQ and Student guide for Turnitin as well as the other resources and services listed under Student Resources
- Portfolium—Feel free to access Portfolium and explore. You'll be setting up your profiles here too, in our first discussion

Complete the module and receive feedback prior to advancing to the next module unless you have confirmed approval from the instructor to advance in the module sequence prior to receiving a score from completed modules.

Required Resources

Article

Jones, L. (2012, September 17). [Setting the stage for differentiation](https://www.teachingchannel.org/blog/2012/09/17/3-ways-to-assess-your-class/) [Blog post]. Retrieved from <https://www.teachingchannel.org/blog/2012/09/17/3-ways-to-assess-your-class/>

- This blog post provides information about differentiation and assessment and will assist you in your How Do You Differentiate? Part 1 discussion and Assessing Differentiation: Learner Profiles and Assessment Resources this module.

Accessibility Statement does not exist.

[Privacy Policy](#)

Recommended Resources

Articles

BBC Active. (n.d.). [Methods of differentiation in the classroom](#). Retrieved from

<http://www.bbcactive.com/BBCActiveIdeasandResources/MethodsofDifferentiationintheClassroom.aspx>

- This article provides information about ways to differentiate and will assist you in your How Do You Differentiate? Part 1 discussion and Assessing Differentiation: Learner Profiles and Assessment Resources this module.

Accessibility Statement does not exist.

[Privacy Policy](#)

Weselby, C. (2014, October 1). [What is differentiated instruction? Examples of how to differentiate instruction in the classroom](#) [Blog post]. Retrieved from <https://education.cu-portland.edu/blog/classroom-resources/examples-of-differentiated-instruction/>

- This blog post provides information about differentiation and will assist you in your How Do You Differentiate? Part 1 discussion and Assessing Differentiation: Learner Profiles and Assessment Resources this module.

Accessibility Statement does not exist.

[Privacy Policy](#)

Multimedia

Buckwalter, J. (Director), & Simonson, J. (Producer). (2011). [Content differentiation in 3rd grade science](#) [Video file].

Retrieved from <https://www.teachingchannel.org/videos/content-differentiation-science>

- This video provides examples of differentiation and will assist you in your How Do You Differentiate? Part 1 discussion and Assessing Differentiation: Learner Profiles and Assessment Resources assignment this module.

Accessibility Statement does not exist.

[Privacy Policy](#)

Teaching Channel. (n.d.). [Learning menus: Giving options & independence](#) [Video file]. Retrieved from

<https://www.teachingchannel.org/videos/independence-in-learning>

- This video provides examples of differentiation and will assist you in your How Do You Differentiate? Part 1 discussion and Assessing Differentiation: Learner Profiles and Assessment Resources assignment this module.

Accessibility Statement does not exist.

[Privacy Policy](#)

Website

[Teaching Channel](http://www.teachingchannel.org). (<http://www.teachingchannel.org>)

- This website is an online community where teachers can watch, share, and learn diverse techniques to help every student grow, and it will assist you in your How Do You Differentiate? Part 1 discussion and Assessing Differentiation: Learner Profiles and Assessment Resources assignment this module. Accessibility Statement does not exist.

[Privacy Policy](#)

Discussions

Participate in the following discussions:

1. **Introduction-Setting the Stage. [MLOs: 1] [CLOs: 1].** *Complete before advancing to Module 2.*

Prepare. This discussion introduces you to Portfolium, the electronic portfolio (ePortfolio) tool being used by this university. As an Ashford student, you will not only have access to Portfolium during your time at Ashford, but you will retain lifetime unlimited access after leaving the university, without fees or capacity limit. It is important to set up your account early on as other activities require use of your Portfolium.

Step 1: Explore

Prior to beginning work in this discussion, view the multimedia ePortfolio [Portfolium Introduction](#) developed for the university (2:19).

Step 2: Create

- Select the Portfolium link in the course room.
- Click anywhere to access your account.
- Set up your Profile located under “Me”
- Complete the following:
 - Avatar (may be a picture or other avatar to represent you)
 - Cover image
 - Tagline
 - Introduction: Write a brief introduction. This should be a representation of you that is appropriate to share with colleagues and other professionals. You may elect to use the biography you wrote when establishing your profile in the classroom.

Step 3: Discussion Response (*Complete before advancing to Module 2*).

Post an initial response in the discussion that includes:

- A link to your ePortfolio
- Personal & Professional Insight—Copy and paste what you wrote for your own biography when you edited your account profile. Feel free to add to this introduction of yourself.
- Portfolio—What are your early impressions of Portfolio? How might you use it as a means for capturing your work and sharing it with others?
- Differentiation—Identify 1-2 ways in which you currently differentiate instruction and your observations of how student learning is impacted.

Respond to Instructor: It is important that you check back into the discussion prior to moving on to the next module and address all feedback left by your instructor. Part of your learning includes an exchange of ideas and critical thinking on the topics of discussion. While a specific number of responses or days of interaction are not required, the opportunity to communicate one on one with your instructor offers different perspectives and experiences to consider as well as depth to your understanding, greatly enhancing your online learning experience.

2. **How Do You Differentiate? Part 1.** [MLOs: 1] [CLOs: 1, 3]. *Complete prior to advancing to Module 2.*

Prepare.

- Prior to beginning work on this discussion, read Lily Jones's [Setting the Stage for Differentiation](#).
- After reading it, think about your own students and the content you are currently teaching or expect to in the future.

Modeling Differentiation: One way to differentiate is to provide choices. The Learning Menu below provides a short list of supplemental resources you might find useful as you explore differentiation concepts. The additional resources are available to read, bookmark, and review at your choice. On Module 1's menu:

- Appetizers:
 - [Learning Menus: Giving Options & Independence](#) [Video file]. (2:19)
- Entrée:
 - [Content Differentiation in 3rd Grade Science](#) [Video file]. (26:53)
- Dessert:

- [*Methods of Differentiation in the Classroom*](#)

Respond: Analyze the steps of differentiation in your current or anticipated classroom and address the following prompts in your initial response:

- How are you differentiating the content?
- Have you assessed your students in the way Lily Jones suggests? How?

Respond to Instructor: It is important that you check back into the discussion prior to moving on to the next module and address all feedback left by your instructor. Part of your learning includes an exchange of ideas and critical thinking on the topics of discussion. While a specific number of responses or days of interaction are not required, the opportunity to communicate one on one with your instructor offers different perspectives and experiences to consider as well as depth to your understanding, greatly enhancing your online learning experience.

Assignment

1. **Assessing Differentiation: Learner Profiles and Assessment Resources [MLOs: 1, 2] [CLOs: 1, 3].** *Complete and receive feedback from instructor prior to advancing to Module 2.*

Prepare

Prior to beginning work on this assignment:

- Review Lily Jones's [Setting the Stage for Differentiation](#).
- Consider which other factors might need to be assessed for differentiation in a classroom.
- Review the sample Differentiation Learner Profile provided.
- Research ways to assess for differentiation in the classroom using a scholarly search.
- Locate at least two additional sources beyond the assigned article from Lily Jones.

Write

- Part 1: Differentiation Learner Profile Assessment (Template)
 - Complete one or more Learner Profiles using the provided Differentiation Learner Profile Assessment Template including each factor that might affect student learning (i.e., culture and home life, disability/gifted education, learner skills, student interest, content knowledge, etc.).
- Part 2: Reflection

Content Expectations

Template—Description of learner:

- Age
- Pseudonym
- Grade
- Learning environment
- Family dynamic

Template—Learner needs:

- Assess the needs of your learners including the following factors:
 - Learner Skills
 - Student Interest
 - Content Knowledge
 - Disability/Gifted Education (if applicable)
 - Culture and Home Life (if applicable)

Template—Assessment Resources:

- List at least 2 resources related to assessment strategies or assessing for differentiation in the classroom. These should be practical and something you might recommend for another teacher.

Reflection—Following the template, compose a written response using APA formatting focusing on the following:

- Evaluate the results, sharing which differentiation factors affect student learning.
- Describe a possible approach you will take. (What instructional strategies might you integrate and how?)
- Describe the impact this approach may have on the success of your student(s).

Modeling Differentiation: Alternative/differentiated options for formatting your profile submission*:

- Video summary and presentation with transcript
- Multimedia slide presentation

*All components above must be included if you choose one of the following differentiated formats.

Writing Expectations

- Must be 3 to 4 pages (or 9 to 10 slides) in length including template (not including title and references pages or slides) and formatted according to APA style as outlined in the Ashford Writing Center's [APA Style](#) (or [How to Make a PowerPoint Presentation](#)) resource.
- Must include a separate title page (or slide) with the following:

- Title of paper or presentation
- Student's name
- Course name and number
- Instructor's name
- Date submitted

For further assistance with the formatting and the title page, refer to [APA Formatting for Word 2013](#).

- Must utilize academic voice. See the [Academic Voice](#) resource for additional guidance.
- Must include an introduction and conclusion paragraph. Your introduction paragraph needs to end with a clear thesis statement that indicates the purpose of your paper.
 - For assistance on writing [Introductions & Conclusions](#) as well as [Writing a Thesis Statement](#), refer to the Ashford Writing Center resources.
- Cite Lily Jones's [Setting the Stage for Differentiation](#) and at least 2 additional.
 - The [Scholarly, Peer Reviewed, and Other Credible Sources](#) table offers additional guidance on appropriate source types. If you have questions about whether a specific source is appropriate for this assignment, please contact your instructor. Your instructor has the final say about the appropriateness of a specific source for a particular assignment.
- Must document any information used from sources in APA style as outlined in the Ashford Writing Center's [Citing Within Your Paper](#) guide.
- Must include a separate references page (or slide) that is formatted according to APA style as outlined in the Ashford Writing Center. See the [Formatting Your References List](#) resource in the Ashford Writing Center for specifications.

Submitting your assignment

- Archive your assignment in your ePortfolio by uploading to your Portfolium account. First, Select "Add new project." Title it "Differentiation Toolbox". Select "Upload file."
- Leave the captions box empty. This will be used only in Module 6 with your final project.
- Submit your assignment for evaluation using the "Submit Assignment" button. Include the link to your ePortfolio in the comments box when uploading.
- Notify your instructor by email upon submitting for grading. Failure to notify instructor will result in delayed receipt of valuable instructor feedback.

*Once assignments are uploaded to your ePortfolio, they are considered artifacts and will be referenced as such.

MODULE 2

ASSESSING FOR DIFFERENTIATION

To be completed during the second module of class and before to advancing to Module 3.

Overview

Activity	Due Date	Format	Grading Percent
How do you Differentiate? Part 2	Complete before advancing to Module 3	Discussion	3
Blog #1: Analyzing Differentiation Techniques		Discussion	5

Module Learning Outcomes

Students will

1. Analyze differentiation strategies and their impact on student learning.
2. Discern potential challenges and benefits to integrating specific differentiation strategies.

Introduction

We dive in this module with opportunities to reflect on actual strategies that improve upon instruction and student learning. A variety of examples in best practices are explored alongside consideration for how they can be meaningfully applied in your own practice. Here too, you have an opportunity to communicate in a different way by publishing your thoughts in a personal blog. Your blog will be ongoing for the duration of the course, giving you a platform for expressing your learning and interacting with others. Have fun with this practical use of technology!

Complete the entire module and receive feedback prior to advancing to the next module unless you have confirmed approval from the instructor to advance in the module sequence prior to receiving a score from completed modules.

Required Resources

Articles

Jones, L. (2015, April 1). [Meeting the needs of diverse learners: Six differentiation strategies for new teachers](https://www.teachingchannel.org/blog/2015/04/01/6-differentiation-strategies/#more-185634) [Blog post].

Retrieved from <https://www.teachingchannel.org/blog/2015/04/01/6-differentiation-strategies/#more-185634>

- This blog post provides information about differentiation and assessment and will assist you in your How Do You Differentiate? Part 2 discussion and Analyzing Differentiation Techniques discussion this module.

Accessibility Statement does not exist.

[Privacy Policy](#)

Morris, K. (2018, January 22). [10 tips for making your blog posts easier to read](https://www.theedublogger.com/2018/01/22/10-tips-for-making-your-blog-posts-easier-to-read/) [Blog post]. Retrieved from

<https://www.theedublogger.com/2018/01/22/10-tips-for-making-your-blog-posts-easier-to-read/>

- This blog post provides information about writing effective blog entries and will assist you in your Analyzing Differentiation Techniques discussion this module.

Accessibility Statement does not exist.

[Privacy Policy](#)

Multimedia

Teaching Channel. (n.d.). [Using sentence frames to jumpstart writing](https://www.teachingchannel.org/videos/jumpstart-student-writing) [Video file]. Retrieved from

<https://www.teachingchannel.org/videos/jumpstart-student-writing>

- This 2-minute video showcases how one strategy can get learners on target with their thinking and writing while encouraging varied responses. This video will assist you in your Analyzing Differentiation Techniques discussion this module.

Accessibility Statement does not exist.

[Privacy Policy](#)

Recommended Resources

Articles

BBC Active. (n.d.). [Methods of differentiation in the classroom](http://www.bbcactive.com/BBCActiveIdeasandResources/MethodsofDifferentiationintheClassroom.aspx). Retrieved from

<http://www.bbcactive.com/BBCActiveIdeasandResources/MethodsofDifferentiationintheClassroom.aspx>

- This article provides information about differentiation and assessment and will assist you in your How Do You Differentiate? Part 2 discussion and Analyzing Differentiation Techniques discussion this module.

Accessibility Statement does not exist.

[Privacy Policy](#)

Weselby, C. (2014, October 1). [What is differentiated instruction? Examples of how to differentiate instruction in the classroom](https://education.cu-portland.edu/blog/classroom-resources/examples-of-differentiated-instruction/) [Blog post]. Retrieved from <https://education.cu-portland.edu/blog/classroom-resources/examples-of-differentiated-instruction/>

- This blog post provides information about differentiation and assessment and will assist you in your How Do You Differentiate? Part 2 discussion and Analyzing Differentiation Techniques discussion this module.

Accessibility Statement does not exist.

[Privacy Policy](#)

Multimedia

Ben, N. (Director & Producer). (n.d.). [Using stations to explore algebra expressions](https://www.teachingchannel.org/videos/high-school-algebra-lesson) [Video file]. Retrieved from <https://www.teachingchannel.org/videos/high-school-algebra-lesson>

- This video provides information about differentiation and assessment and will assist you in your Analyzing Differentiation Techniques discussion this module.

Accessibility Statement does not exist.

[Privacy Policy](#)

Fox, A. (Director & Producer) & Turpie, J. (Executive Producer). (n.d.). [Snowball technique: Build knowledge incrementally](https://www.teachingchannel.org/videos/snowball-technique-teaching-incrementally) [Video file]. Retrieved from <https://www.teachingchannel.org/videos/snowball-technique-teaching-incrementally>

- This video provides information about differentiation and assessment and will assist you in your Analyzing Differentiation Techniques discussion this module.

Accessibility Statement does not exist.

[Privacy Policy](#)

Simonsen, J. (Producer). (n.d.). [Differentiating with learning menus](https://www.teachingchannel.org/videos/differentiating-instruction-strategy) [Video file]. Retrieved from <https://www.teachingchannel.org/videos/differentiating-instruction-strategy>

- This video provides information about differentiation and assessment and will assist you in your Analyzing Differentiation Techniques discussion this module.

Accessibility Statement does not exist.

[Privacy Policy](#)

Slattery, I. (Director), Ryan, C., & Slattery, I. (Producers). (n.d.). [Rick's Reading workshop: Silent reading](https://www.teachingchannel.org/videos/silent-reading-lesson-plan) [Video file]. Retrieved from <https://www.teachingchannel.org/videos/silent-reading-lesson-plan>

- This video provides information about differentiation and assessment and will assist you in your Analyzing Differentiation Techniques discussion this module.

Accessibility Statement does not exist.

[Privacy Policy](#)

Teaching Channel. (n.d.). [Jenna's 5th grade class culture](#) [Video file]. Retrieved from <https://www.teachingchannel.org/videos/jennas-fifth-grade-class-culture>

- This video provides information about differentiation and assessment and will assist you in your How Do You Differentiate? Part 2 discussion and Analyzing Differentiation Techniques discussion this module.

Accessibility Statement does not exist.

[Privacy Policy](#)

Weimberg, G., Slattery, I. (Writers), Crysedale, E., & Romagnolo, N. (Directors & Producers). (n.d.). [Guided reading with Jenna: Classroom management](#) [Video file]. Retrieved from <https://www.teachingchannel.org/videos/classroom-management-guided-reading>

- This video provides information about differentiation and assessment and will assist you in your Analyzing Differentiation discussion this module.

Accessibility Statement does not exist.

[Privacy Policy](#)

Websites

[Differentiation Daily](https://differentiationdaily.com). (<https://differentiationdaily.com>)

- This website provides information in the form of a collection of nearly 800 ideas to help educators add interest, relevance, fun, and novelty to classroom instruction and will assist you in your How Do You Differentiate? Part 2 discussion and Analyzing Differentiation Techniques discussions this module.

Accessibility Statement does not exist.

Privacy Policy does not exist.

[Teaching Channel](http://www.teachingchannel.org). (<http://www.teachingchannel.org>)

- This website is an online community where teachers can watch, share, and learn diverse techniques to help every student grow, and it will assist you in your How Do You Differentiate? Part 2 discussion and Analyzing Differentiation Techniques discussion this module.

Accessibility Statement does not exist.

[Privacy Policy](#)

Discussions

Participate in the following discussions:

1. **How Do You Differentiate? Part 2 [MLOs: 1] [CLOs: 1, 2].** *Complete prior to advancing to Module 3.* Now that your focus is on ways to differentiate according to your students' needs, let's consider some approaches to differentiation that may prove to benefit your own instruction as well as student learning.

Prepare

Read Jones's [Six Differentiation Strategies for New Teachers](#). Be sure to watch the 2-minute video, [Using Sentence Frames to Jumpstart Writing](#), shown within the blog article.

Reflect

Consider how you have used some or all of these strategies in your own classroom and what you might do differently in an effort to improve student learning.

Respond (*Initial Post Complete prior to advancing to Module 3*).

- Describe strategies from Jones's list that you have integrated in your own practice and how you know the strategies are/were effective.
- Describe any strategies you'd like to try or haven't tried before and the impact you believe they could have on student learning.

Respond to Instructor: It is important that you check back into the discussion prior to moving on to the next module and address all feedback left by your instructor. Part of your learning includes an exchange of ideas and critical thinking on the topics of discussion. While a specific number of responses or days of interaction are not required, the opportunity to communicate one on one with your instructor offers different perspectives and experiences to consider as well as depth to your understanding, greatly enhancing your online learning experience.

Modeling Differentiation: One way to differentiate is to provide choices. The materials in the following Learning Menu are available to read, bookmark, and review at your choice. On this module's menu:

- Appetizer:
 - [What is Differentiated Instruction? Examples of How to Differentiate Instruction in the Classroom](#)
- Entrée:

- [Jenna's 5th Grade Class Culture](#) [Video file]. (27:55)
 - Dessert:
 - <https://differentiationdaily.com>
2. **Blog #1 Analyzing Differentiation Techniques** [MLOs: 1, 2] [CLOs: 1, 2]. *Complete prior to advancing to Module 3.*

Prepare

- Read the article [10 Tips For Making Your Blog Posts Easier to Read](#)
- To create your blog, you will be using a free online tool, such as [Edublogs](#). Your blog will allow you to keep an ongoing journal throughout this course. You will be sharing this blog with your instructor and classmates. They will respond to the ideas you post on your blog in the discussion board within Canvas.
- Add the link to your blog on your Portfolium profile page.
- Select three of these videos showcasing differentiation techniques in various settings. Think about how these may be effective options for your own instruction.
 - [Rick's Reading Workshop: Silent Reading](#) [Video file]. (4:21)
 - [Guided Reading with Jenna: Classroom Management](#) [Video file]. (6:17)
 - [Using Stations to Explore Algebra Expressions](#) [Video file]. (4:37)
 - [Snowball Technique: Build Knowledge Incrementally](#) [Video file]. (4:00)
 - [Differentiating with Learning Menus](#) [Video file]. (4:59)

Blog

For your first blog post, you will need to type your response directly into your created blog site. Title the blog, "TITLE," Blog Post #1 (e.g., Analyzing Differentiation Techniques, Blog Post #1)

- In your post:
 - Name each video watched. For each, describe
 - A strategy featured and what you observed that indicated it was effective.
 - How you might integrate this strategy in your own instruction and the potential benefits for students.
 - Any potential challenges you perceive in attempting to integrate the strategies you select.

Initial Discussion Post: *(Complete prior to advancing to Module 3).*

- Copy and paste the link from your blog posting into the course discussion so that your classmates and instructor can access and read your post.

Respond to Instructor: It is important that you check back into the discussion prior to moving on to the next module and address all feedback left by your instructor. Part of your learning includes an exchange of ideas and critical thinking on the topics of discussion. While a specific number of responses or days of interaction are not required, the opportunity to communicate one on one with your instructor offers different perspectives and experiences to consider as well as depth to your understanding, greatly enhancing your online learning experience.

MODULE 3

TECHNIQUES FOR DIFFERENTIATION

To be completed during the third module of class and before advancing to Module 4.

Overview

Activity	Due Date	Format	Grading Percent
Assessing for Differentiation Techniques	Complete before advancing to Module 4	Discussion	4
Blog #2: Differentiation Resource Notebook		Assignment	10

Module Learning Outcomes

Students will

1. Evaluate environmental factors affecting the implementation of differentiation strategies.
2. Evaluate a variety of differentiation resources, tools, and strategies for their applicability and potential impact on student learning.

Introduction

A module of exploration and utilization of practical cloud-based tools awaits! A variety of video-based models of differentiated practices in-action are analyzed this module. This time, you'll consider the environmental factors contributing to the successful integration of differentiation strategies. Another opportunity to blog about your discoveries occurs this module as well. What you discover, collect, and analyze for this module's assignment will be shared with others during the fifth module.

Complete the entire module and receive feedback prior to advancing to the next module unless you have confirmed approval from the instructor to advance in the module sequence prior to receiving a score from completed modules.

Required Resources

Article

White, M. (2012, February 24). [Top 4 ingredients for differentiation](https://www.teachingchannel.org/blog/2012/02/24/top-4-differentiation/) [Blog post]. Retrieved from <https://www.teachingchannel.org/blog/2012/02/24/top-4-differentiation/>

- This blog post provides information about differentiation and assessment and will assist you in the Assessing for Differentiation Techniques discussion and Differentiation Resource Notebook assignment this module.

Accessibility Statement does not exist.

[Privacy Policy](#)

Recommended Resources

Articles

BBC Active. (2010). [Methods of differentiation in the classroom](http://www.bbcactive.com/BBCActiveIdeasandResources/MethodsofDifferentiationintheClassroom.aspx). Retrieved from

<http://www.bbcactive.com/BBCActiveIdeasandResources/MethodsofDifferentiationintheClassroom.aspx>

- This article provides information about differentiation and assessment and will assist you in your Assessing for Differentiation Techniques discussion and Differentiation Resource Notebook assignment this module.

Accessibility Statement does not exist.

[Privacy Policy](#)

Jones, L. (2015, April 1). [Meeting the needs of diverse learners: Six differentiation strategies for new teachers](https://www.teachingchannel.org/blog/2015/04/01/6-differentiation-strategies/#more-185634) [Blog post].

Retrieved from <https://www.teachingchannel.org/blog/2015/04/01/6-differentiation-strategies/#more-185634>

- This blog post provides information about differentiation and assessment and will assist you in your Assessing for Differentiation Techniques discussion and Differentiation Resource Notebook assignment this module.

Accessibility Statement does not exist.

[Privacy Policy](#)

Kapuler, D. (2013, August 7). [10 sites for differentiated instruction](https://www.techlearning.com/tl-advisor-blog/6226) [Blog post]. Retrieved from

<https://www.techlearning.com/tl-advisor-blog/6226>.

- This blog post provides information about differentiation resources and links and may assist you in your Assessing for Differentiation Techniques discussion and Differentiation Resource Notebook assignment this module.

Accessibility Statement does not exist.

[Privacy Policy](#)

Weselby, C. (2014, October 1). [What is differentiated instruction? Examples of how to differentiate instruction in the classroom](https://education.cu-portland.edu/blog/classroom-resources/examples-of-differentiated-instruction/) [Blog post]. Retrieved from <https://education.cu-portland.edu/blog/classroom-resources/examples-of-differentiated-instruction/>

- This blog post provides information about differentiation and assessment and will assist you in your How do you Differentiate? Part 2 discussion and Analyzing Differentiation Techniques discussion this module.
- Accessibility Statement does not exist.

[Privacy Policy](#)

Multimedia

Curran, P. (Producer & Director), & Wilkinson, S. (Executive Producer). (n.d.). [Geography with a sensory approach](https://www.teachingchannel.org/videos/geography-lesson-idea-rain-forest) [Video file]. Retrieved from <https://www.teachingchannel.org/videos/geography-lesson-idea-rain-forest>

- This video provides information about differentiation and assessment and will assist you in your Assessing for Differentiation Techniques discussion this module.

Resources this module.

Accessibility Statement does not exist.

[Privacy Policy](#)

Slattery, I. (Director), Ryan, C., & Slattery, I. (Producers). (n.d.). [Rick's Reading workshop: Silent reading](https://www.teachingchannel.org/videos/silent-reading-lesson-plan) [Video file]. Retrieved from <https://www.teachingchannel.org/videos/silent-reading-lesson-plan>

- This blog article provides information about differentiation and assessment and will assist you in your Assessing for Differentiation Techniques discussion this module.

Accessibility Statement does not exist.

[Privacy Policy](#)

Teaching Channel. (n.d.). [Differentiating in math using computer games](https://www.teachingchannel.org/videos/differentiating-in-math) [Video file]. Retrieved from <https://www.teachingchannel.org/videos/differentiating-in-math>

- This blog article provides information about differentiation and assessment and will assist you in your Assessing for Differentiation Techniques discussion this module.

Accessibility Statement does not exist.

[Privacy Policy](#)

Teaching Channel. (n.d.). [Small group and individualized math instruction](#) [Video file]. Retrieved from <https://www.teachingchannel.org/videos/small-group-individualized-math-instruction>

- This blog article provides information about differentiation and assessment and will assist you in your Assessing for Differentiation Techniques discussion this module.
Accessibility Statement does not exist.

[Privacy Policy](#)

TEDxYouth. (2013, December 19). [Differentiated learning: Ilana Vines at TEDxYouth@ISASDuchesneAcademy](#) [Video File]. Retrieved from <https://youtu.be/5M11Kf-94q4>

- This video provides information about differentiated learning from the perspective of a student and may assist you in your Assessing for Differentiation Techniques discussion and Differentiation Resource Notebook assignment this module.

[Accessibility Statement](#)[Privacy Policy](#)

Weimberg, G., Slattery, I. (Writers), Crysdale, E., & Romagnolo, N. (Directors & Producers). (n.d.). [Guided reading with Jenna: Classroom management](#) [Video file]. Retrieved from <https://www.teachingchannel.org/videos/classroom-management-guided-reading>

- This blog article provides information about differentiation and assessment and will assist you in your Assessing for Differentiation Techniques discussion this module.
Accessibility Statement does not exist.

[Privacy Policy](#)

Weimberg, G., Slattery, I. (Writers), Crysdale, E., & Romagnolo, N. (Directors & Producers). (n.d.). [Guided reading with Jenna: Overview](#) [Video file]. Retrieved from <https://www.teachingchannel.org/videos/guided-reading-introduction>

- This blog article provides information about differentiation and assessment and will assist you in your Assessing for Differentiation Techniques discussion this module.
Accessibility Statement does not exist.

[Privacy Policy](#)

Website

[Teaching Channel](http://www.teachingchannel.org). (<http://www.teachingchannel.org>)

- This website is an online community where teachers can watch, share, and learn diverse techniques to help every student grow and will assist you in your Assessing for Differentiation Techniques discussion and Differentiation Resource Notebook assignment this module.

Accessibility Statement does not exist.

[Privacy Policy](#)

Discussion

Participate in the following discussion:

1. **Assessing for Differentiation Techniques [MLOs: 1] [CLOs: 1, 2].** *Complete prior to advancing to Module 4.*

Prepare.

- Review the Jones article we covered last module, [Six Differentiation Strategies for New Teachers](#).
- Choose any three of these examples of differentiation techniques in various settings that might be relevant to your classroom setting.
 - [Rick's Reading Workshop: One on One](#) [Video file]. (5:27)
 - [Geography with a Sensory Approach](#) [Video file]. (5:00)
 - [Differentiating in Math Using Computer Games](#) [Video file]. (6:08)
 - [Guided Reading with Jenna: Overview](#) [Video file]. (4:53)
 - [Guided Reading with Jenna: Introducing Work Stations](#) [Video file]. (6:05)

Initial Post *(Complete before advancing to Module 4).*

Identify the differentiation strategies from Jones that were observed in the videos you viewed. Reference at least three of the videos specifically.

- Reflect on the observations made from the videos. Relate these strategies to your own classroom environment and instruction by considering the following aspects that can impact the implementation of these strategies:
 - Similarities between the learning environments observed and your own
 - Differences between the learning environments observed and your own
 - Ways the strategies might be adapted and applied to suit your current or anticipated student population.

Modeling Differentiation: The Learning Menu below provides a short list of supplemental resources you might find useful as you explore differentiation concepts. The additional resources are available to read, bookmark, and review at your choice. On this module's menu:

- Appetizer:
 - [What is Differentiated Instruction? Examples of How to Differentiate Instruction in the Classroom](#)
- Entrée:
 - [Small Group and Individualized Math Instruction](#) [Video file]. (18:39)
- Dessert:
 - [Differentiated Learning: Ilana Vines at TEDxYouth@ISASDuchesneAcademy](#)

Respond to Instructor: It is important that you check back into the discussion prior to moving on to the next module and address all feedback left by your instructor. Part of your learning includes an exchange of ideas and critical thinking on the topics of discussion. While a specific number of responses or days of interaction are not required, the opportunity to communicate one on one with your instructor offers different perspectives and experiences to consider as well as depth to your understanding, greatly enhancing your online learning experience.

Assignment

1. **Blog #2: Differentiation Resource Notebook [MLOs: 2] [CLOs: 1, 2].** *Complete and receive feedback from instructor prior to advancing to Module 4.* Up to this point, you've accessed several valuable resources to inform your work and understanding of differentiation and strategies to try in your own classroom. This assignment is an opportunity for you to do some of your own research for insightful and practical resources that could be useful to you in your own instructional practice. You will collect these resources and analyze them for their applicability in your own teaching environment and potential impact on student learning. After reading the four steps below, view this helpful how-to video

Step 1: Prepare

- Review Marie White's [Top 4 Ingredients for Differentiation](#).

Step 2: Research

- Conduct an internet search for differentiation strategies and resources. Use search terms that will likely lead you where you need to be such as “K-12 differentiation websites.” Websites and blogs like [Tech & Learning](#) serve as a repository for other useful resources and may yield some results you’re looking for.
- Locate 8 to 10 resources such as educator websites, parent websites, learning resources, YouTube videos, education blogs or publications, and anything else pertinent to your needs regarding differentiation.

Step 3: Collect

You may collect the resources (websites, blogs, videos, publications, etc.) you discover in a variety of ways.

- Browser bookmarking: Simply “star” or bookmark to your browser’s toolbar to add an online resource to your browser’s “favorites” menu. Create a folder for the resources you’ll collect for this assignment.
- Digital storage: Cloud-based bookmarking such as [Diigo](#), [Instapaper](#), or [Pocket](#) to collect, highlight, and even share your favorite web-based resources.

Note: Think long-term—Consider branching out by trying one of the many cloud-based bookmarking tools so that you may share your library with colleagues and others.

Step 4: Analyze and Blog

- After collecting your list of resources, organize your discoveries and analysis by inputting your findings in a Word document and create a table like the one modeled here. This table will be copied and pasted into your blog.

Resource or Strategy	Description	Practical Application	Questions, limitations, special features or components

- Add a new post to your blog, labeling it Blog #2: Differentiation Resources or something similar. Include a brief introduction for your readers, and paste the completed table from your Word document.
- Choose 3 specific resources or strategies from your list, and reflect upon their potential implications on student learning. In other words, how might implementing these resources or strategies make a difference?

- Copy your entire blog post and paste it into the Word document you used to set up your Table. This document will be uploaded through the classroom.

Writing Expectations

- Must be 3 to 4 pages in length (including title page) and should
 - Be conversational and appropriate for the intended audience (educators, parents, students).
 - Use first person.
 - Use short but complete sentences.
 - Use short but developed paragraphs.
 - Be free from grammar and punctuation errors.

For help with proofreading your blogs, see these [Proofreading Tips](#).

- Must include a separate title page (or slide) with the following:
 - Title of paper or presentation
 - Student's name
 - Course name and number
 - Instructor's name
 - Date submitted

For further assistance with the formatting and the title page, refer to [APA Formatting for Word 2013](#).

- Must use the course-assigned reading.

Submitting your assignment

- Submit your assignment through the “Submit Assignment” button. Include your blog post link in the comments box.
- Notify your instructor by email upon submitting for grading. Failure to notify instructor will result in delayed receipt of valuable instructor feedback.

MODULE 4

PLANNING FOR DIFFERENTIATION

To be completed during the fourth module of class and before advancing to Module 5.

Overview

Activity	Due Date	Format	Grading Percent
Assessment and the Differentiated Classroom	Complete before advancing to Module 5	Discussion	5
Differentiating Lesson Plans		Assignment	10

Module Learning Outcomes

Students will

1. Evaluate the role assessment plays when planning for differentiated instruction.
2. Design a differentiated lesson plan incorporating a variety of evidence-based strategies and tools.

Introduction

Welcome to Module 4. You are half way through this course—keep up the good work and dedication to your learning! Last module, you explored a variety of resources and techniques for differentiation, and you engaged in a practical way to organize and share your discoveries. The collection of resources you began last module can easily be added to the resources you interact with here and in subsequent modules during the course. This module, you will take the next logical step by focusing on the planning stage of instruction, specifically, the integration of differentiation in a lesson plan as well as student data from formative assessments.

Complete the entire module and receive feedback prior to advancing to the next module unless you have confirmed approval from the instructor to advance in the module sequence prior to receiving a score from completed modules.

Required Resources

Article

Tomlinson, C., Moon, T., & Imbeau, M. B. (2015). [Assessment and student success in a differentiated classroom](#).

Retrieved from www.ascd.org/ASCD/pdf/siteASCD/publications/assessment-and-di-whitepaper.pdf

- This 17-page article shares the value in using student data to inform one's instruction. It will help inform your response to this module's discussion.

Recommended Resources

Articles

Alber, R. (2014, January 24). [6 scaffolding strategies to use with your students](#) [Blog post]. Retrieved from

<https://www.edutopia.org/blog/scaffolding-lessons-six-strategies-rebecca-alber>

- This blog post provides information about differentiation and scaffolding and will assist you in your Differentiation in Action discussion and Differentiating Lesson Plans assignment this module. Accessibility Statement does not exist.

[Privacy Policy](#)

Cox, J. (n.d.). [Differentiated instruction strategies: Tiered assignments](#). Retrieved from

<http://www.teachhub.com/differentiated-instruction-strategies-using-tiered-assignments>

- This article provides information about differentiation and assessment and will assist you in your Differentiation in Action discussion and Differentiating Lesson Plans assignment this module. Accessibility Statement does not exist.

[Privacy Policy](#)

Jones, L. (2012, September 17). [Setting the stage for differentiation](#) [Blog post]. Retrieved from

<https://www.teachingchannel.org/blog/2012/09/17/3-ways-to-assess-your-class/>

- This blog post provides information about differentiation and assessment and will assist you in your How do you Differentiate? Part 1 discussion and Assessing Differentiation: Learner Profiles and Assessment Resources this module. Accessibility Statement does not exist.

[Privacy Policy](#)

Subban, P. (2006). [Differentiated instruction: A research basis](#). *International Education Journal*, 7(7), 935-947. Retrieved from <https://files.eric.ed.gov/fulltext/EJ854351.pdf>

- This article provides information about differentiation and research and will assist you in your Differentiation in Action discussion and Differentiating Lesson Plans assignment this module.

Accessibility Statement does not exist.

[Privacy Policy](#)

Multimedia

Page, L. (2015, June 16). [RTI: Response to intervention](#) [Video file]. Retrieved from <https://youtu.be/BHOaQcX5gX0>

- This video provides information about differentiation and assessment and will assist you in your Differentiation in Action discussion and Differentiating Lesson Plans assignment this module.

[Accessibility Statement](#)

[Privacy Policy](#)

Teaching Channel. (n.d.). [Scaffolds for critical thinking](#) [Video file]. Retrieved from

<https://www.teachingchannel.org/videos/scaffolding-critical-thinking>

- This video provides information about differentiation and assessment and will assist you in your Differentiation in Action discussion and Differentiating Lesson Plans assignment this module.

Resources this module.

Accessibility Statement does not exist.

[Privacy Policy](#)

Website

[Teaching Channel](http://www.teachingchannel.org). (<http://www.teachingchannel.org>)

- This website is an online community where teachers can watch, share, and learn diverse techniques to help every student grow and will assist you in your Differentiation in Action discussion and Differentiating Lesson Plans assignment this module.

Accessibility Statement does not exist.

[Privacy Policy](#)

Discussions

Participate in the following discussions:

1. **Assessment and the Differentiated Classroom [MLOs: 1] [CLOs: 1, 2, 3]**. *Complete prior to advancing to Module 5.* During Modules 2 and 3, you considered ways in which you might use differentiation as part of your practice. You also considered pre-assessment during Module 1 when learning profiles were analyzed. Now, it's

time to bring assessment back into the mix by evaluating ways to differentiate instruction using formative assessment data to guide your instruction.

Prepare

- Read [Assessment and Student Success in a Differentiated Classroom](#)

Modeling Differentiation: The Learning Menu below provides a short list of supplemental resources you might find useful as you explore differentiation concepts. The additional resources are available to read, bookmark, and review at your choice. On this module's menu:

- Appetizers:
 - [Six Scaffolding Strategies to Use With Your Students](#)
- Entrées:
 - [RTI: Response to Intervention](#) [Video file]. (4:24)
 - [Scaffolds for Critical Thinking](#) [Video file]. (11:59)
- Desserts:
 - [Differentiated Instruction Strategies: Tiered Assignments](#)

Initial Post (Complete prior to advancing to Module 5).

Use the embedded recording feature in the discussion and personal webcam to record your reflection or use your smart phone or camera to record, save, and upload your recorded reflection. See recording options listed at the bottom of this discussion.

Your recorded reflection should discuss

- The relationship between formative assessment and planning instruction.
- An example of how your instruction was adjusted based on student data from formative assessments.
- The benefit to students in this scenario as a result of your planning instruction with their results in mind.

Respond to Instructor: It is important that you check back into the discussion prior to moving on to the next module and address all feedback left by your instructor. Part of your learning includes an exchange of ideas and critical thinking on the topics of discussion. While a specific number of responses or days of interaction are not required, the opportunity to communicate one on one with your instructor offers different perspectives and

experiences to consider as well as depth to your understanding, greatly enhancing your online learning experience.

Recording options: If you record separately from the discussion's built-in recording feature, follow the instructions below to share your video.

- To share a recorded video using YouTube:
 - Step 1: Record your video using your iPhone, smart phone, or other recording device.
 - Step 2: YouTube—Give it an appropriate title and upload it to your YouTube channel.

*If you do not have a YouTube channel, create an account then you'll be able to upload videos.

- Publish it with Public access or else it will not be viewable by others there or in the course.
- “Share” by copying the link to your YouTube video.

Assignment

1. **Differentiating Lesson Plans [MLOs: 2] [CLOs: 1, 2].** *Complete and receive feedback from instructor prior to advancing to Module 5.*

Prepare

Prior to beginning work on this assignment:

- Review Lily Jones's [Setting the Stage for Differentiation](#).
- Review the Learner Profile(s) you created in Module 1.
- Review the sample Lesson Plan provided.

Write

Construct a new lesson plan that you intend to deliver soon or modify an existing lesson plan you've recently used or intend to use.

Your plan should include built-in ways of differentiating your instruction as well and be supported by student data (assessments). You may use the provided Lesson Plan Template or another lesson planning format of your choosing.

Content Expectations

Part 1: Lesson Plan

- Subject
- Grade level
- Standards
- 1 to 2 Lesson objectives
- Learner Description (overall make up of students including special considerations)
- Lesson Steps—Gradual Release of Responsibility (I do, we do, you do) with assessment built-in
- Differentiation Strategies Incorporated

Part 2: Reflection

In the same document as the lesson plan and in essay format, reflect on your lesson plan including

- Differentiation—Identify where in the lesson differentiation was integrated and describe how
- Learner Outcomes—Describe the expected or actual outcomes of having integrated the differentiated strategies.
- Assessment—Discuss the student data used to inform how your lesson was constructed. What influence did the student data have on your instructional design?

Writing Expectations

- Must be 3 to 4 double-spaced in length (not including title and references pages) and formatted according to APA style as outlined in the Ashford Writing Center's [APA Style](#) resource.
- Must include a separate title page (or slide) with the following:
 - Title of paper or presentation
 - Student's name
 - Course name and number
 - Instructor's name
 - Date submitted

For further assistance with the formatting and the title page, refer to [APA Formatting for Word 2013](#).

- Must utilize academic voice. See the [Academic Voice](#) resource for additional guidance.
 - For assistance on writing [Introductions & Conclusions](#) as well as [Writing a Thesis Statement](#), refer to the Ashford Writing Center resources.
- Must use at least 2 credible sources in addition to the assigned reading.
 - The [Scholarly, Peer Reviewed, and Other Credible Sources](#) table offers additional guidance on appropriate source types. If you have questions about whether a specific source is appropriate for

this assignment, please contact your instructor. Your instructor has the final say about the appropriateness of a specific source for a particular assignment.

- Must document any information used from sources in APA style as outlined in the Ashford Writing Center's [Citing Within Your Paper](#) guide.
- Must include a separate references page that is formatted according to APA style as outlined in the Ashford Writing Center. See the [Formatting Your References List](#) resource in the Ashford Writing Center for specifications.

Submitting Your Assignment

- Submit your assignment through the “Submit Assignment” button and archive it in your ePortfolio by uploading to your Differentiation Toolbox project. Simply select this project and choose “edit” to upload. Include the link to your ePortfolio in the comments box when uploading.
- Notify your instructor by email upon submitting for grading. Failure to notify instructor will result in delayed receipt of valuable instructor feedback.

MODULE 5

DIFFERENTIATED LESSONS IN ACTION

To be completed during the fifth module of class and before advancing to Module 6.

Overview

Activity	Due Date	Format	Grading Percent
Differentiation Resource Notebook-Sharing the Wealth	Complete before advancing to Module 6	Discussion	6
Self-Reflection: Differentiated Lesson Video Recording		Assignment	15

Module Learning Outcomes

Students will

1. Evaluate the impact differentiation resources, tools, and strategies has on instructional planning and student success.
2. Self-evaluate differentiation strategies and instructional approaches in a mock-delivery process.

Introduction

Welcome back! As we near the end of the course, some key concepts and artifacts you created earlier are spiraled back in as a means of sharing and expanding your understanding. The discussion this module provides an opportunity to share your Differentiation Resource Notebook and reflect upon the digital tools you've used thus far. It is also time to put the lesson plan you designed to the test and analyze the effectiveness of your approach.

In preparation for this module's activities, please review the course required resources. Consider taking some time to review the Differentiated Learning Menu of recommended resources you might have bookmarked throughout the course to go back to review.

Complete the entire module and receive feedback prior to advancing to the next module unless you have confirmed approval from the instructor to advance in the module sequence prior to receiving a score from completed modules.

Required Resources

Articles

Catapano, J. (n.d.). [A technique for self-reflection: Video recording](http://www.teachhub.com/technique-self-reflection-video-recording). Retrieved from <http://www.teachhub.com/technique-self-reflection-video-recording>.

- This article provides helpful insight to the value of video recording oneself during the instructional delivery process. It will support you as you prepare to record yourself for the Module 5 assignment, Self-Reflection: Differentiated Lesson Video Recording.

Accessibility Statement does not exist.

Privacy Policy does not exist

Morris, K. (2018, January 22). [10 tips for making your blog posts easier to read](https://www.theedublogger.com/2018/01/22/10-tips-for-making-your-blog-posts-easier-to-read/) [Blog post]. Retrieved from <https://www.theedublogger.com/2018/01/22/10-tips-for-making-your-blog-posts-easier-to-read/>

- This blog post provides information about writing effective blog entries and will assist you in your Analyzing Differentiation Techniques discussion this module.

Accessibility Statement does not exist.

[Privacy Policy](#)

Recommended Resources

Article

The Muse. (2012, June 5). [Giving constructive criticism -- That won't make anyone cringe](https://www.forbes.com/sites/dailymuse/2012/06/05/giving-constructive-criticism-that-wont-make-anyone-criinge/2/#21130057643f). Retrieved from <https://www.forbes.com/sites/dailymuse/2012/06/05/giving-constructive-criticism-that-wont-make-anyone-criinge/2/#21130057643f>

- This article provides information about differentiation and research and will assist you in your Reflective Practice discussion this module.

Accessibility Statement does not exist.

[Privacy Policy](#)

Website

[Teaching Channel](http://www.teachingchannel.org). (<http://www.teachingchannel.org>)

- This website is an online community where teachers can watch, share, and learn diverse techniques to help every student grow and will assist you in your Reflective Practice discussion and Assessing Differentiation: Differentiated Lesson Planning in Action assignment this module.

Accessibility Statement does not exist.

[Privacy Policy](#)

Discussions

Participate in the following discussions:

1. **Differentiation Resource Notebook-Sharing the Wealth [MLOs: 1] [CLOs: 1, 2].** *Complete prior to advancing to Module 6.* The brunt of this discussion involves the exploration of your classmates' resource notebooks as shared in their blogs and your thoughtful feedback to them. You will not only give feedback about their resources, but also about the effectiveness/readability of their blogs.

Prepare

Revisit your 2nd Blog Post from Module 3. If there are any suggested revisions to make per your instructor's feedback, do so prior to posting your initial response to this discussion.

Initial Post (*Complete prior to advancing to Module 6*).

- Paste the link to your Blog Post #2: Differentiation Resources from Module 3.
- Briefly summarize (1 to 2 sentences) the kinds of resources included in your notebook.
- Describe the format you decide to collect your resources (cloud-based, bookmark bar, etc.) and why.
- Briefly describe any changes you would make to this process or list of resources and why.
- Last, in what ways do you see yourself utilizing the Differentiation Resource Notebook after you've finished this course?

Respond to Instructor: It is important that you check back into the discussion prior to moving on to the next module and address all feedback left by your instructor. Part of your learning includes an exchange of ideas and critical thinking on the topics of discussion. While a specific number of responses or days of interaction are not required, the opportunity to communicate one on one with your instructor offers different perspectives and

experiences to consider as well as depth to your understanding, greatly enhancing your online learning experience.

Assignment

1. **Self-Reflection: Differentiated Lesson Video Recording [MLOs: 2] [CLOs: 1, 2, 3].** *Complete and receive feedback from instructor prior to advancing to Module 6.* One of the most powerful and revealing ways to evaluate ourselves is through observation. This assignment provides a unique opportunity for you to practice what you designed last module prior to delivering instruction to students. Thus, this assignment is meant to serve as a dress rehearsal of sorts without any interaction with students at this point. By video recording yourself, you can observe yourself in action and apply adjustments to your delivery.

Prepare

- Review the Differentiated Lesson Plan created in Module 4. Make any revisions suggested by your instructor.
- Read [A Technique for Self-Reflection: Video Recording](#)
- Gather recording equipment you might need (e.g., webcam/smart phone/camera, tripod/stand or something to prop recording device or a colleague to help you).
- Set aside some time either in your empty classroom or another quiet location to record yourself walking through your lesson.

Step 1: Record

- Video record yourself delivering your lesson as designed in your plan during Module 4 (approximately 4-5 minutes). As there should be no students included in this mock delivery, your lesson will likely be significantly shorter in length. Relax. There is no need to record and re-record! Be authentic. You'll make mistakes and need to talk through things, and that's okay.
- Save your recording using the video recording instructions located under Module 5-Resources in our course room.
- Upload the recording to your Portfolium as a new project along with your written reflection.

Step 2: Written Reflection

Watch your video. Resist being too critical of yourself. Address the following in your written reflection:

- Strengths—Describe at least one awesome thing you did in the video. How do you believe it may impact students when you do it again?
- Targets—Identify 1 to 2 key areas that stand out as areas you want to focus on and improve upon.
 - Discuss briefly how targeting those 1 to 2 areas may impact students.
- Differentiation—Evaluate the potential effectiveness of the differentiated strategies you planned for.
 - While students weren't there to interact with you, did you perceive any potential gaps?
 - Did you perceive a natural “fit” with your approach and resources?
- Assessment—Discuss how your assessments and differentiated strategies supported one another.
- Enhancements—How will you use what happens in this practice lesson to improve the lesson when you deliver it to students?
 - What impact do you predict the improved lesson will have on student learning?

Writing Expectations

- Must be 2 to 3 double-spaced pages in length (not including title and references pages) and formatted according to APA style as outlined in the Ashford Writing Center's resource.
- Must include a separate title page with the following:
 - Title of paper or presentation
 - Student's name
 - Course name and number
 - Instructor's name
 - Date submitted

For further assistance with the formatting and the title page, refer to [APA Formatting for Word 2013](#).

- Must utilize academic voice. See the [Academic Voice](#) resource for additional guidance.
- Must include an introduction and conclusion paragraph. Your introduction paragraph needs to end with a clear thesis statement that indicates the purpose of your paper.
 - For assistance on writing Introductions & Conclusions as well as Writing a Thesis Statement, refer to the Ashford Writing Center resources.
- Must document any information used from sources in APA style as outlined in the Ashford Writing Center's [Citing Within Your Paper](#) guide.
- Must include a separate references page (or slide) that is formatted according to APA style as outlined in the Ashford Writing Center. See the [Formatting Your References List](#) resource in the Ashford Writing Center for specifications.

Submitting Your Assignment

- Submit your Written Reflection for evaluation using the “Submit Assignment” button. Include the link to your ePortfolio in the comments box when uploading so that your video may be viewed by your instructor.
- Archive your Written Reflection in your Differentiation Toolbox Project in Portfolium by editing the project and adding the file. The video will be optional to add to your project during Module 6.
- Notify your instructor by email upon submitting for grading. Failure to notify instructor will result in delayed receipt of valuable instructor feedback.

MODULE 6

CREATING YOUR DIFFERENTIATION TOOLBOX

To be completed during the sixth module of class and prior to completing the course.

Overview

Activity	Due Date	Format	Grading Percent
Blog #3: Final Reflection	Complete before course completion	Discussion	5
Differentiation Toolbox		Final Project	20

Module Learning Outcomes

Students will

1. Analyze learning experiences and resources and their impact on professional practice.
2. Evaluate learning outcomes and personal value related to differentiation.

Introduction

Here we are...Module 6! At this point, you've practiced some key 21st century skills using digital tools and resources that further leverage ways to differentiate instruction. What's more, your experience blogging, crafting a professional ePortfolio, and efficiently storing digital resources in the cloud will serve as a model for your students and colleague as you build them into your own practice. As we near the finish line, reflect on your journey over these last six modules. Ponder the interactions you've had with fellow classmates or your instructor as well as the skills you've honed. Contemplate their potential influence on your role as a teacher. Enjoy this final module!

Required Resources

Articles

Jones, L. (2012, October 9). [What my favorite math routine taught me about differentiation](https://www.teachingchannel.org/blog/2012/10/09/differentiate-math-routine/) [Blog post]. Retrieved from <https://www.teachingchannel.org/blog/2012/10/09/differentiate-math-routine/>

- This blog article provides information about differentiation and assessment and will assist you in your Reflecting on Differentiation discussion and Final Project this module.

Accessibility Statement does not exist.

[Privacy Policy](#)

Morris, K. (2018, January 22). [10 tips for making your blog posts easier to read](https://www.theedublogger.com/2018/01/22/10-tips-for-making-your-blog-posts-easier-to-read/) [Blog post]. Retrieved from <https://www.theedublogger.com/2018/01/22/10-tips-for-making-your-blog-posts-easier-to-read/>

- This blog post provides information about writing effective blog entries and will assist you in your Analyzing Differentiation Techniques discussion this module.

Accessibility Statement does not exist.

[Privacy Policy](#)

Recommended Resources

Multimedia

Ernst, A., & Wegdam, M. (Producers). (2011). [New teacher survival guide: Differentiating instruction](https://www.teachingchannel.org/videos/differentiating-instruction) [Video file].

Retrieved from <https://www.teachingchannel.org/videos/differentiating-instruction>

- This video provides information about differentiation and assessment and will assist you in your Reflecting on Differentiation discussion and Final Project this module.

Accessibility Statement does not exist.

[Privacy Policy](#)

Website

[Teaching Channel](http://www.teachingchannel.org). (<http://www.teachingchannel.org>)

- This website is an online community where teachers can watch, share, and learn diverse techniques to help every student grow and will assist you in your Reflecting on Differentiation discussion and Final Project this module.

Accessibility Statement does not exist.

[Privacy Policy](#)

Discussion

Participate in the following discussion:

1. **Blog #3: Final Reflection** [MLOs: 1] [CLOs: 1, 2, 3]. *Required to complete course.*

Prepare

Read [What My Favorite Math Routine Taught Me About Differentiation](#)—Differentiation doesn't have to be difficult!

Reflect

After reading, take some time to consider the materials and activities from this course and how they apply to your current or future learning environment(s).

Modeling Differentiation: This Learning Menu provides recommended supplemental materials you might find useful as you explore differentiation concepts. The optional materials are available to read, bookmark, and review at your choice. On this module's menu:

- Entrée:
 - [New Teacher Survival Guide: Differentiating Instruction](#) [Video file]. (11:50)

Blog

- Add a new post to your blog, labeling it Blog #3: Final Reflection.
- Describe your overall experience of the course including reflection on
 - How you will use and/or share the resources you have collected and interacted with such as your blog, Portfolium, and the bookmarking feature.
 - The ways this course confirmed differentiation strategies you were already using in your classroom.
 - Any changes you will make to your instruction as a result of your knowledge and experience during this course.

Initial Discussion Post: *(Required to complete the course).*

- Copy and paste the link from your blog post into the Module 6 discussion so that your classmates and instructor can access and read your post.

Respond to Instructor: It is important that you check back into the discussion prior to moving on to the next module and address all feedback left by your instructor. Part of your learning includes an exchange of ideas and critical thinking on the topics of discussion. While a specific number of responses or days of interaction are not

required, the opportunity to communicate one on one with your instructor offers different perspectives and experiences to consider as well as depth to your understanding, greatly enhancing your online learning experience.

Final Project

1. **Differentiation Toolbox [MLOs: 2] [CLOs: 1, 2, 3].** *Required to complete the course.* Consistently throughout the course, you have discovered and acquired a collection of resources, strategies, and tools to assist you with meaningful and effective integration of differentiated instruction. Your collection of resources and artifacts culminate in the final project and are included as part of your Differentiation Toolbox in Portfolium. This final project culminates your work and resources in your Differentiation Toolbox project in Portfolium. There are two parts:

Part 1: Portfolium—Differentiation Toolbox Project

The following are required components of your Differentiation Toolbox Project:

Existing artifacts:

- Learner Profile(s)—Module 1 assignment.
- Lesson Plan—Module 4, previously uploaded to your toolbox.

Artifacts to add:

- Blog link
 - Upload the link to your blog
- Differentiation Resource Notebook
 - Module 3. You should already have a saved Word document that was submitted as an assignment. Select additional resources such as videos, articles, websites, etc., that you've either discovered yourself during the course, were recommended by your classmates during Module 5, or were assigned that you found value in.
- *Video Reflection
 - Module 4. Optional. Include a link to your recorded lesson. If you did not already save your recording to YouTube or another sharing source, see directions located in the Module 6 Resources link in the course room.
- Description

- While in “edit” mode, add a 2 to 4 sentence description about the Differentiation Toolbox project that inspires viewers of your ePortfolio to explore your project and understand its personal value to you and potentially to them.

How to add artifacts and links:

- Locate your Differentiation Toolbox project in your Portfolium.
- Click on the 3 dots indicating “Options”
- Select “Edit”

Part 2: Value and Outcomes

- Outcomes Summary—Compose a 2 to 3-page summary indicating how the creation of the artifacts in your Differentiation Toolbox as well as your interaction within module discussions support you in meeting the course learning outcomes:
 - CLO 1: Analyze the impact that differentiated instruction has on student learning.
 - CLO 2: Apply a variety of evidence-based differentiated instructional strategies and tools in a learning environment.
 - CLO 3: Evaluate the relationship between assessment and differentiation.
- Value—Describe the personal value of your learning overall. You might consider the value of the videos from Teaching Channel and other videos, blogs, and articles; the interaction opportunities with fellow classmates and your instructor; how you might apply what you learned and how you might share with others; and any other personal takeaways from your learning experience.

The Differentiation Toolbox Project

- Must include Parts 1 and 2 with Part 2 being 2 to 3 total double-spaced pages in length (not including title and references pages) and formatted according to APA style as outlined in the Ashford Writing Center’s [APA Style](#) resource.
- Must include a separate title page (or slide) with the following:
 - Title of paper or presentation
 - Student’s name
 - Course name and number
 - Instructor’s name
 - Date submitted

For further assistance with the formatting and the title page, refer to [APA Formatting for Word 2013](#).

- Must utilize academic voice. See the [Academic Voice](#) resource for additional guidance.
- Must include an introduction and conclusion paragraph. Your introduction paragraph needs to end with a clear thesis statement that indicates the purpose of your paper.
 - For assistance on writing [Introductions & Conclusions](#) as well as [Writing a Thesis Statement](#), refer to the Ashford Writing Center resources.
- Must use at least 6 credible sources.
 - The [Scholarly, Peer Reviewed, and Other Credible Sources](#) table offers additional guidance on appropriate source types. If you have questions about whether a specific source is appropriate for this assignment, please contact your instructor. Your instructor has the final say about the appropriateness of a specific source for a particular assignment
- Must document any information used from sources in APA style as outlined in the Ashford Writing Center's [Citing Within Your Paper](#) guide.
- Must include a separate references page that is formatted according to APA style as outlined in the Ashford Writing Center. See the [Formatting Your References List](#) resource in the Ashford Writing Center for specifications.

Submitting Your Assignment

- Submit Part 2: Value and Outcomes for evaluation using the “Submit Assignment” button. Include the link to your Differentiation Toolbox Project from your Portfolium in the comments box when uploading.
- Notify your instructor by email upon submitting for grading. Failure to notify instructor will result in delayed receipt of valuable instructor feedback.

COURSE MAP

The course map illustrates the careful design of the course through which each learning outcome is supported by one or more specific learning activities in order to create integrity and pedagogical depth in the learning experience.

Learning Outcome	Module	Activity
1. Analyze the impact that differentiated instruction has on student learning.	1	<ul style="list-style-type: none"> ▪ Introduction-Setting the Stage – Discussion
	1	<ul style="list-style-type: none"> ▪ How Do You Differentiate? Part 1 – Discussion
	1	<ul style="list-style-type: none"> ▪ Assessing Differentiation: Learner Profiles and Assessment Resources – Assignment
	2	<ul style="list-style-type: none"> ▪ How Do You Differentiate? Part 2 – Discussion
	2	<ul style="list-style-type: none"> ▪ Blog #1 Analyzing Differentiation Techniques – Discussion
	3	<ul style="list-style-type: none"> ▪ Assessing for Differentiation Techniques – Discussion
	3	<ul style="list-style-type: none"> ▪ Blog #2: Differentiation Resource Notebook – Assignment
	4	<ul style="list-style-type: none"> ▪ Assessment and the Differentiated Classroom – Discussion
	4	<ul style="list-style-type: none"> ▪ Differentiating Lesson Plans – Assignment
	5	<ul style="list-style-type: none"> ▪ Differentiation Resource Notebook- Sharing the Wealth – Discussion
	5	<ul style="list-style-type: none"> ▪ Self-Reflection: Differentiated Lesson Video Recording – Assignment
	6	<ul style="list-style-type: none"> ▪ Blog #3: Final Reflection – Discussion
	6	<ul style="list-style-type: none"> ▪ Differentiation Toolbox – Final Project

<p>2. Apply a variety of evidence-based differentiated instructional strategies and tools in a learning environment.</p>	2	<ul style="list-style-type: none"> ▪ How Do You Differentiate? Part 2 – Discussion
	2	<ul style="list-style-type: none"> ▪ Blog #1 Analyzing Differentiation Techniques – Discussion
	3	<ul style="list-style-type: none"> ▪ Assessing for Differentiation Techniques – Discussion
	3	<ul style="list-style-type: none"> ▪ Blog #2: Differentiation Resource Notebook – Assignment
	4	<ul style="list-style-type: none"> ▪ Assessment and the Differentiated Classroom – Discussion
	4	<ul style="list-style-type: none"> ▪ Differentiating Lesson Plans – Assignment
	5	<ul style="list-style-type: none"> ▪ Differentiation Resource Notebook- Sharing the Wealth – Discussion
	5	<ul style="list-style-type: none"> ▪ Self-Reflection: Differentiated Lesson Video Recording – Assignment
	6	<ul style="list-style-type: none"> ▪ Blog #3: Final Reflection – Discussion
	6	<ul style="list-style-type: none"> ▪ Differentiation Toolbox – Final Project
<p>3. Evaluate the relationship between assessment and differentiation.</p>	1	<ul style="list-style-type: none"> ▪ How Do You Differentiate? Part 1 – Discussion
	1	<ul style="list-style-type: none"> ▪ Assessing Differentiation: Learner Profiles and Assessment Resources – Assignment
	4	<ul style="list-style-type: none"> ▪ Assessment and the Differentiated Classroom – Discussion
	6	<ul style="list-style-type: none"> ▪ Blog #3: Final Reflection – Discussion
	6	<ul style="list-style-type: none"> ▪ Differentiation Toolbox – Final Project