



Midwest Teachers Institute
Teachers Helping Teachers

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**MTI 535 Differentiation in the Classroom:
Helping All Students Find Success**

Instructor Information:

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Instructor Background:	Shawn Bean has taught a variety of Social Studies courses in the south suburbs of Chicago since he graduated from Bradley University in 1999. In 2007 Shawn received his masters degree in Integrating Technology into the Classroom from Walden University. In 2009 he began teaching graduate courses on a variety of topics including: differentiation, technology, rigor, and ways to incorporate more experiences outside the classroom into current curriculums.

Course Information

Course Format (distance learning, online, webinar, experiential onsite courses):	<p>Online Course</p> <p>The LMS for delivering the course will be Canvas. An invitation will be sent to you by your instructor during the week prior to the start of your course. If you have not received an invitation, please email us at the MTI email address listed above.</p> <p>Approximately 45 hours of instructional time is devoted to this course.</p> <p>We recommend that you take an introduction to Canvas course as well to become more comfortable with our LMS. This can be done by clicking on the <i>help</i> tab, then Canvas 101.</p>
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	If you are having trouble with Canvas, technical support is available online 24/7 under the <i>help</i> tab, then <i>report a problem</i> .
Prerequisites	All MTI courses are designed for educators who have a minimum of a bachelor’s degree and professional educator license. Prior to beginning the course, check with your district office to ensure that credit will be accepted for salary increase and professional development. All courses are for 3 graduate semester hours/credits. When you register, you may choose which of our accredited university partners you would like to receive your official transcript from.
Accrediting Partners	For information about our accrediting partners, please visit our website at www.midwestteachersinstitute.org and click on partners to learn more about the choices available for you.
Required Books and Materials	<ul style="list-style-type: none"> ● Internet access ● Tomlinson, C. <i>The Differentiated Classroom: Responding to the Needs of All Learners</i>. Association for Supervision and Curriculum Development, VA. 2014. ISBN 978-1-4166-1860-7 ● 18 Teacher-Tested Strategies for Differentiated Instruction ● The Ultimate List: 50 Strategies for Differentiated Instruction
<p>Course Description: The purpose of this class is to develop strategies that can help all students reach their potential. The course will specify what differentiation is, how to incorporate it into the curriculum, and how it can be applied to the classroom. The class will examine the areas of the classroom and instruction that can be differentiated and how the teacher can use a variety of strategies to modify their teaching. The text will present real-life examples of differentiated lesson plans, and teachers will work to create their own activities and strategies to help differentiate their own classrooms. Last, we will examine how a teacher can make sure that they are ready to get started and the steps to make sure that they follow through with differentiating the classroom.</p>	
<p>Learning Outcomes/Competencies: At the completion of this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Judge the effectiveness of differentiating the curriculum for all students. InTASC 1,2,9 2. Create activities that differentiate the learning content, process, and product for learners. InTASC 1,2,3,5,8 3. Evaluate current curriculum to integrate differentiated activities and standards throughout. InTASC 1,3,8 4. Formulate a plan for creating your ideal differentiated classroom to ensure that all students are held to high standards and are able to excel. InTASC 2,3,9 	
<p>Learning Strategies: Professional literature analysis, whole group discussions, personal reflection, project-based learning.</p>	
<p>Experiential Learning Opportunities: Students will be reflecting on the assessments and tools that they develop/learn about in class and measuring/estimating the intended impact on student learning in the classroom. Students will learn by doing while completing a variety of activities throughout the course.</p>	

Format of the Course and Submitting Work

This course has a total of 5 individual assessments/assignments. You are required to complete all of the pieces with a total grade of an A or B in order to receive the credit for the course. It is recommended that the coursework be completed in the sequence listed below in the assessments chart below. This is an ONLINE course that runs for a five (5) week duration. Each week as directed by your instructor you will have assignments due. Answer and Discuss and Reflect and Respond assignments will be completed online using our LMS(Learning Management Software) Canvas. Your application, research project and evaluation assignments will be submitted electronically to your instructor. Files can be saved in PDF's or WORD Documents. You can also share via Google Drive format. Please contact your instructor if you have any questions or need help with the Google Drive format.

Assessments		Approximate contact hours for each assessment
Review all course materials (books, videos, etc.)		10 hours
Answer and discuss weekly questions posted by instructor to online classroom at Canvas forum. (5 @ 9 points per question).	45 points	4 hours
Reflect and respond to 2 posts weekly made by colleagues online at Canvas classroom forum. (10 total @ 9 points per response).	90 points	3 hours
Application assignments (45 points each)	180 points	10 hours
Research project	100 points	8 hours
Final evaluation essay	100 points	10 hours
Total points possible	515 points	45 hours
Grading Scale: A (90-100%); B (80-89%) <i>*Anything below a B will not receive graduate credit</i>		

Answer and Discuss Rubric -5 @ 9 points each			
Category	Superior (3 pts)	Sufficient (2 pts)	Minimal(1pt)
<i>Supporting Evidence in Practice</i> ____/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
<i>Accuracy</i> ____/3	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.

Reflect and Response Rubric-10 @ 9 points each			
Category	Superior (3 pts)	Sufficient (2 pts)	Minimal(1pt)
<i>Supporting Evidence in Practice</i> ____/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
<i>Accuracy</i> ____/3	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
<i>Grammar and Spelling</i> ____/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Application Rubric- 4 @ 45 points each			
Category	Superior (15-13 pts)	Sufficient (12-10 pts)	Minimal(9-7pts)
<i>Supporting Evidence in Practice</i> ____/15	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
<i>Accuracy</i> ____/15	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.

Project Rubric- 100 points			
Category	Superior (20-18 pts)	Sufficient (17-16 pts)	Minimal (15-14pts)
<i>Understanding of web tool</i> ____/20	Shows strong understanding of activity, concept, or tool and maximize learning	Shows adequate understanding of activity, concept, or tool and benefit learning.	Shows little understanding of activity, concept, or tool and may not benefit learning.
<i>Practical evidence</i> ____/20	Shows strong evidence of ideas and insights gained from this course and how they are applied to classroom.	Shows evidence of ideas and insights from this course and how they are applied to classroom.	Shows little evidence of ideas and insights from this course or how they are applied to the classroom.
<i>Completion</i> ____/20	Completed in a thoughtful and meaningful manner.	Completed, but with minimal quality.	Not all projects are completed and of those that are, some are minimal quality.
<i>Grammar and Spelling</i> ____/20	Includes no mistakes in grammar or spelling.	Includes few grammar and spelling mistakes.	Includes numerous grammar and spelling mistakes.
<i>Sequencing</i> ____/20	Sequenced, showing if-then thinking and the logical order	Not always sequenced, showing incomplete if-then thinking and	Confusing making it difficult to replicate activities; little

	required to complete skill, solve problem, or use tool.	understanding of logical order required to complete skill.	understanding of logic or if-then thinking evidenced.
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Evaluation Rubric- 100 POINTS				
Category	Superior (20-17 pts)	Sufficient (16-13 pts)	Minimal(12-9pts)	Below Standard (8 pts)
Supporting Evidence in Practice ____/20	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows little evidence of ideas and insights from this course and there is little evidence they are applied to the classroom.
Accuracy ____/20	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.	Many of the supporting facts and statistics are inaccurately represented.
Grammar and Spelling ____/20	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.	Response includes numerous grammar and spelling mistakes.
Logical Sequencing ____/20	Response is written in a clear, concise, and well organized manner. Thoughts are presented in a coherent and logical manner.	Response is mostly clear, concise, and well organized. Thoughts are presented in a coherent and logical manner.	Response is somewhat unclear and/or disorganized. Some thoughts are presented in a coherent and logical manner.	Response is mostly unclear and/or disorganized. Many thoughts are presented in an incoherent and illogical manner.
Reflection ____/20	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates some reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates no reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.

Course Schedule
<i>*All assignments must be completed the week assigned. In emergencies, please contact instructor.</i>
<u>Week 1</u>
<ul style="list-style-type: none"> ● Read chapters 1 (<i>What is a Differentiated Classroom?</i>) and 2 (<i>The Underpinnings of Differentiation</i>). ● Discussion Activity - Reply to the discussion question posted by the teacher. Must be completed by Tuesday night. ● Reflect and Respond Activity - Read the posts from other students and respond to at least 2. Must be completed by Thursday night. ● Application #1 - Using the information from figure 2.2, evaluate your own classroom. Critique your classroom in each of the 18 categories listed, providing a short justification for each category to rationalize why your classroom is considered more traditional or more differentiated.
<u>Week 2</u>

- Read chapters 3 (*Rethinking How We Do School-and for Whom*) and 4 (*Learning Environments That Support Differentiated Learning*).
- Discussion Activity - Reply to the discussion question posted by the teacher. Must be completed by Tuesday night.
- Reflect and Respond Activity - Read the posts from other students and respond to at least 2. Must be completed by Thursday night.
- Application #2 - These 2 chapters deal with classroom environment and school design. After reading the chapters, explain what you believe the ideal classroom would look like. Include or refute ideas from the text and/or your own discoveries on this topic. Choose the best delivery method for sharing your findings and beliefs, the method that fits best with your own learning style.

Week 3

- Read chapters 5 (*Good Curriculum as a Basis for Differentiation*) and 6 (*Teacher at Work Building Differentiated Classrooms*).
- Discussion Activity - Reply to the discussion question posted by the teacher. Must be completed by Tuesday night.
- Reflect and Respond Activity - Read the posts from other students and respond to at least 2. Must be completed by Thursday night.
- Application #3 - Choose one of the lessons that you teach, then explain how you will answer the 3 questions from the reading: What is it you are differentiating? How are you differentiating? Why are you differentiating?

Week 4

- Read chapters 7 (*Instructional Strategies That Support Differentiation*) and 8 (*More Instructional Strategies to Support Differentiation*).
- Discussion Activity - Reply to the discussion question posted by the teacher. Must be completed by Tuesday night.
- Reflect and Respond Activity - Read the posts from other students and respond to at least 2. Must be completed by Thursday night.
- Application #4 - Choose one of the following: stations, agendas, complex instruction, orbital studies, centers, tiered activities, or another strategy from the chapters for this week. Develop one of these differentiation strategies into something that could be used in one of the units you are teaching this week. Make sure it isn't one of the activities you chose for your discussion this week. After having used the strategy, reflect on the experience in terms of student engagement, quality of student response/work, or any other area deemed relevant. Due by Sunday night.
- Research Project - Research the measured impact that differentiation has had on classrooms. Particularly look for the impact of specific differentiation strategies, targeting the ones that have had the most measured success. Choose one of the following to share your findings (you may also ask for another format, but you need approval by the instructor first):
 - 3-5 page paper, APA format
 - Video or screencast
 - Presentation
 - Infographic
 - Create a website

Week 5

- Read chapters 9 (*How Do Teachers Make It All Work?*) and 10 (*Education Leaders as Catalysts for Differentiated Classrooms*).
- Discussion Activity - Reply to the discussion question posted by the teacher. Must be completed by Tuesday night.
- Reflect and Respond Activity - Read the posts from other students and respond to at least 2. Must be completed by Thursday night.
- Reflection Essay - For your final assignment, you are to find at least 2 articles on the internet, in a book, or another format that deals with differentiation. You must site your sources for the articles that you will use for this assignment. Once you have finished reading the article, complete one of the following:
 - State your position on the article. You may choose to argue for the article, against it, or in favor of some points and not others. Make sure to fully support your argument. Write 3-5 pages, APA format.
 - Compare the thoughts of the book's author to those of the reading you found. Then compare the work of both authors to the current situation in your own school district. In what ways are they similar? In what ways do they differ? Write 3-5 pages, APA format.
 - Create a course of action for your district to use the principles from this course to use in your own district. How would you persuade your district to consider making changes based on what you learned? Write 3-5 pages, APA format.
 - In lieu of an essay, you may also use another format for your final evaluation, but it must be approved by the instructor. These can include, but are not limited to, a professional development presentation, a video, or developing a website.

End of Course Survey

Now that you are finished with this class, please take the time to help us improve our product. In order to make sure that we are providing the best possible service, please take our [survey](#). We appreciate your help and your commitment to the profession.

Academic Honesty

Academic dishonesty is any form of cheating which results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. Any academic dishonesty is grounds for dismissal. Any student judged to be engaged in cheating may receive a failing grade for the course, or any other penalty, which the instructor finds appropriate. Academic dishonesty is a behavioral issue, not an issue of academic performance. As such, it is considered an act of misconduct and is also subject to the University disciplinary process as defined in the Student Code of Conduct.

Acts of Dishonesty Include:

- Cheating—intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours.
- Fabrication—intentional and unauthorized falsification or invention of information or citation in an academic exercise.
- Facilitating Academic Dishonesty—intentionally or knowingly helping or attempting to help another to violate a provision of the institutional code of academic integrity.
- Plagiarism—the deliberate adoption or reproduction of ideas, words, or statements of another person as one’s own without acknowledgement.

Unauthorized Collaboration—intentionally sharing information or working together in an academic exercise when the course instructor does not approve such actions.

ADA Statement

The University abides by the Americans with Disability Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education “solely by reason of a handicap.” If you have a documented disability that may affect your work in this class and for which you may require accommodations, please contact the Disability Resource Coordinator as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to the Disability Resource Office.

The Disability Resource office will provide Extended Studies with documentation of the disability and any accommodations that are needed.

The InTASC Model Core Teaching Standards (April 2011)

The Learner and Learning

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.