



**Midwest Teachers Institute**  
Teachers Helping Teachers

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**MTI 563: Using Technology to Make Differentiating Fast and Easy**

**Instructor Information:**

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<b>Instructor Background:</b>	<p><a href="#">Jacqui Murray</a> is a 20 year K-8 technology teacher both online and in classrooms. She is editor of a <a href="#">K-8 technology curriculum</a>, <a href="#">K-8 Keyboard Curriculum</a>, <a href="#">K-8 Digital Citizenship Curriculum</a>, and author of over one hundred books that integrate technology into classes. She mentors, coaches, and guides educators on topics including Common Core, digital citizenship, and gamifying education. She is webmaster for four blogs, an <a href="#">Amazon Vine Voice</a>, Editorial Review Board member for <a href="#">Journal for Computing Teachers</a>, CAEP reviewer, CSTA presentation reviewer, freelance journalist on tech ed topics, and tech ed columnist for <a href="#">Examiner.com</a> and TeachHUB.</p>

**Course Information**

<b>Course Format (distance learning, online, webinar, experiential onsite courses):</b>	<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 <a href="#">Canvas 101</a>.</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> .
<b>Prerequisites</b>	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. <b>All courses are for 3 graduate semester hours/credits from our partnering universities. You can choose which university you would like your transcript received from when you register.</b>
<b>Required Books and Materials</b>	<ul style="list-style-type: none"> <li>● Internet access</li> <li>● Google account</li> <li>● Sample lesson plans, videos, pedagogic articles, provided digitally after class registration.</li> </ul>
<p><b>Learning Outcomes/Competencies:</b> At the completion of this course, the learner will be able to:</p> <ol style="list-style-type: none"> <li>1. Analyze and critique the technology used to differentiate for student learning styles. INTASC 1</li> <li>2. Explain how differentiating content and presentation engages a greater proportion of learners. INTASC 3</li> <li>3. Construct and implement measures that ensure the outcome of student learning demonstrates understanding. INTASC 1, 6</li> <li>4. Devise a variety of assignments to address all learners’ needs. INTASC 6</li> <li>5. Create an inclusive learning environment in the classroom. INTASC 3</li> <li>6. Integrate and adapt blogs, wikis, Twitter, and Google Hangouts to collaborate and share. INTASC 2, 3, 5, 6, 8, 10</li> </ol>	
<p><b>Course Description:</b> Differentiation in the classroom means meeting students where they are most capable of learning. It is not an extra layer of work, rather a habit of mind for both teacher and student. Learn granular approaches to infusing differentiation into all of your lesson plans, whether Common Core or other standards, with this hands-on, interactive class. Ideas include visual, audio, podcasts, movies, mindmaps, infographics, graphic organizers, charts and tables, screenshots, screencasts, images, games and simulations, webtools, and hybrid assessments.</p>	
<p><b>Learning Strategies:</b> Professional literature analysis, whole group discussions, personal reflection, project-based learning.</p>	
<p><b>Experiential Learning Opportunities:</b> 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>	

<b>Assessments</b>		<b>Approximate contact hours for each assessment</b>
Review all course materials (ebooks, videos, etc.)		12 hours
Classroom discussions (via blogs, Twitter, and wiki; 2 total)	60 points	3 hours
Google Hangout / Tweetup participation (4 total)	160 points	5 hours
Classroom management: Digital portfolio and Google spreadsheet of activities completed	100 points	5 hours
Projects: teacher blog, online tools, Common Core and technology, and digital citizenship	160 points	10 hours
Final evaluation essay	100 points	10 hours
<b>Total points possible</b>	<b>580 points</b>	<b>45 hours</b>
<b>Grading Scale: A (90-100%); B (80-89%)</b> <i>*Anything below a B will not receive graduate credit</i>		

<b>Discussion Rubric- 2 @ 30 POINTS EACH</b>			
<b>Category</b>	<b>Superior (15-14 pts)</b>	<b>Sufficient (13-12 pts)</b>	<b>Minimal (11-0 pts)</b>
<b>Practical evidence</b> ____/15	Strong evidence of ideas and insights from this course and how they are applied to the classroom. Consistently cites evidence for discussion contributions.	Evidence of ideas and insights from this course and how they are applied to the classroom. Occasionally cites evidence for discussion contributions.	Some evidence of ideas and insights from this course and how they are applied to the classroom. Rarely cites evidence when contributing to a discussion.
<b>Involvement with classmates</b> ____/15	Always replies to required number (or more) of classmate discussions. Comments are thorough, helpful supportive, on-task. Grammar/ spelling is always correct.	Usually replies to required number of classmate discussions. Comments are supportive and on-task. Few grammar/spelling problems.	Replies to less than required number of classmate discussions. Comments are not always well-thought out, seem rushed, and have grammar/spelling problems.

<b>Google Hangout/TweetUp Participation Rubric- 4 @ 40 POINTS EACH</b>			
<b>Category</b>	<b>Superior (10-9 pts)</b>	<b>Sufficient (8-7 pts)</b>	<b>Minimal (6-0 pts)</b>
<b>Preparation</b> ____/10	Came to GHOs prepared to discuss suggested topics, having read materials and thought about questions.	Came to GHOs usually prepared to discuss suggested topics, having read most materials and thought through most questions.	Came to GHOs unprepared to discuss suggested topics, without reading materials or thinking about questions.
<b>Practical evidence</b> ____/10	Shows strong evidence of ideas and insights gained from this course and how they are applied to the classroom.	Shows evidence of ideas and insights from this course and how they are applied to the classroom.	Shows little evidence of ideas and insights from this course and how they are applied to the classroom.

<b>Participation</b> ____/10	Listens respectfully to classmates, builds on their comments, and keeps conversation on-topic.	Usually listens to classmates respectfully, builds on their comments, but does not always keep conversation on-topic.	Often does not seem to listen to classmate comments; sometimes contributions are off-topic.
<b>Reflection</b> ____/10	Demonstrates in-depth reflection on, and personalization of, the theories, concepts, and strategies presented in this course.	Demonstrates some reflection on, and personalization of, theories, concepts, and /or strategies presented in this course.	Demonstrates no reflection on, and personalization of, theories, concepts, and /or strategies presented in this course.

<b>Digital Portfolio Rubric- 100 POINTS</b>			
<b>Category</b>	<b>Superior (100 pts)</b>	<b>Sufficient (80 pts)</b>	<b>Minimal (70 pts)</b>
<b>Practical evidence</b> ____/50	All projects are collated in digital portfolio with proper annotation. Portfolio is easy to understand with clear evidence of ability to use this format in classroom.	Most projects are collated and annotated so portfolio is understandable. Evidence of ability to use this format in classroom is not clear.	Some projects are collated and annotated, but others skipped. Portfolio is confusing and lacks evidence of ability to apply format to classroom.
<b>Accuracy</b> ____/50	All projects are well-presented in a clear manner. Grammar and spelling is always accurate.	Most projects are well-presented in a clear manner. Grammar and spelling is usually accurate.	Projects are neither well-presented nor clear. Grammar and spelling has many mistakes.

<b>Projects Rubric- 4 @ 40 POINTS EACH</b>			
<b>Category</b>	<b>Superior (8-7 pts)</b>	<b>Sufficient (6-5 pts)</b>	<b>Minimal (4-0 pts)</b>
<b>Understanding of web tool</b> ____/8	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.
<b>Practical evidence</b> ____/8	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.
<b>Completion</b> ____/8	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.
<b>Grammar and Spelling</b> ____/8	Includes no mistakes in grammar or spelling.	Includes few grammar and spelling mistakes.	Includes numerous grammar and spelling mistakes.
<b>Sequencing</b> ____/8	Sequenced, showing if-then thinking and the logical order required to complete skill, solve problem, or use tool.	Not always sequenced, showing incomplete if-then thinking and understanding of logical order required to complete skill.	Confusing making it difficult to replicate activities; little understanding of logic or if-then thinking evidenced.

<b>Evaluation Rubric- 100 POINTS</b>				
<b>Category</b>	<b>Superior (20-17 pts)</b>	<b>Sufficient (16-13 pts)</b>	<b>Minimal(12-9pts)</b>	<b>Below Standard (8 pts)</b>
<b>Supporting Evidence in Practice</b> ____/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.
<b>Accuracy</b> ____/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.
<b>Grammar and Spelling</b> ____/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.
<b>Logical Sequencing</b> ____/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.
<b>Reflection</b> ____/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.

<b>Course Schedule</b>
<p><b><u>Week One--Planning</u></b></p> <ul style="list-style-type: none"> <li>● If you don't have a Google Account, create one. Understand how to access Gmail, Google Plus, and Google Drive. Send a Gmail to teacher. Post a Hello on Google Plus.</li> <li>● If you don't have a Twitter account, create one and use it to greet classmates with assigned #hashtag. Follow all classmates and teacher on Twitter.</li> <li>● Join class wiki and set up personal digital portfolio using assigned template; know where to find class weekly activities. Explore wiki.</li> <li>● Review materials on differentiation, brainstorming, mindmapping, compare-contrast, and assessments.</li> <li>● Attend a Google Hangout and be prepared to discuss questions using evidence from your review of materials.</li> <li>● Project #1: Collaborate with a classmate to compare-contrast four primary presentation-of-knowledge approaches (word processing, slideshows, spreadsheets, and desktop publishing). First, brainstorm using one of the suggested mindmapping tools and second, create a chart similar to those provided that map out how each differs from the others and how that would affect which tools students would select as their</li> </ul>

presentation tool. Share both the mindmap and the completed chart with classmates on your digital portfolio wiki page. Visit classmate uploads and add comments.

### **Week Two—Visual**

- Review materials on graphic organizers, charts, tables, and infographics
- Attend a TweetUp and be prepared to discuss questions using evidence from your review of materials.
- Project #2: Complete a visual organizer using one of the approaches discussed that sums up your understanding of digital citizenship. Choose one of the webtools listed on the Weekly Activities stream. Upload to your digital portfolio page and explain how these would serve different learners than the four tools you explored during week one.

### **Week Three—Audio and movies**

- Review materials on the use of audio, podcasts, screenshots, screencasts, movies, and multimedia to share information.
- Attend a Google Hangout and be prepared to discuss questions using evidence from your review of materials.
- Project #3: Collaborate with a classmate to create two projects, using two different tools discussed in the materials you reviewed, showing how to differentiate for student needs with the variety of tools explored these first three weeks (say, one uses movies and the other uses multimedia). Upload to your digital portfolio and explain how audio and movies serve different learners than the tools discussed in weeks one and two.

### **Week Four—Games and Simulations**

- Review materials on the gamification of education.
- Attend a TweetUp and be prepared to discuss questions using evidence from your review of materials.
- Project #4: Play two games discussed in the materials by yourself or with a classmate. Compare/contrast how effective these would be in your classroom and how they differentiate for particular learners. Share your discussion with classmates via your blog, the class wiki, your digital portfolio page, or Twitter.

### **Week Five—Common Core and differentiation**

- Review materials on the importance of differentiation in Common Core. If your school doesn't follow Common Core (say, you are an IB or TEKS school), understand how differentiation contributes to the achievement of your curriculum and Standards.
- There is no virtual meeting this week. In place of that and as your final summative assessment for this class, in a three-five page paper, discuss the following topics:

*Complete one or both of these 'tests' and discuss the results:*

Edutopia's quiz (Links to an external site.)

North Carolina State University's (Links to an external site.) *learning style quiz*

- the types of learning styles you see among your students
- the usefulness of the differentiation tools provided the last five weeks
- practical strategies for differentiating in the classroom you would suggest

This discussion can be carried out in other methods that are equivalent to a 3-5 page paper. These may include:

- a blog post or website article that answers the questions
- a screencast or video of yourself answering the questions
- a podcast of you answering questions
- a comic covering the questions and answers
- an infographic discussing questions and answers
- any other webtool that suits your communication style that address the questions and answers

All methods must not only include the answers to the questions above but the following:

- evidence supporting your answer
- citations to class resources (as needed)
- your identification
- your blog address, Twitter handle, Facebook contact, website (if available)

If you have a method you'd like to use and wonder if it's suitable, first develop your argument about why it is, how it satisfies the requirements, and present it to me.

## 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.

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## 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.

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**The ten INTASC principles are listed below. Specific standards for knowledge, dispositions, and performances accompany each principle, but space does not permit listing them below. For a complete copy of the INTASC standards, contact Jean Miller, Director of INTASC, Suite 700, One Massachusetts Avenue NW, Washington DC 20001-1431.**

### **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.