



Advanced Differentiation: Using Differentiated Learning Plans & Tiered Assignments

Brandman University: EDDU 9612 – 3 Semester Hours

Thank you for registering for this course. Included are the following important documents:

1. Course Syllabus
2. Course Materials
3. Assignment Plan – Assignments to turn in & Grading Rubric
4. Course Hourly Breakdown
5. Participant Evaluation Form

Assignment Deadline: This course is a rolling course throughout the year, which means it does not have a specific deadline. However, you must submit all completed assignments by 6 months after the registration date with Credits for Teachers. Please allow 4 weeks from the date assignments are submitted for the grade to be added to your transcript.

Registering with Brandman University: Please register with the university prior to starting your coursework. *Students must register for the course through Brandman prior to the end of the semester in which they are enrolled with Credits for Teachers.* To register, visit their [website here](#). If you are registering with Brandman for the first time, create an account. If you are a returning student, enter your login information.

Upon Completion of the Course:

1. Please submit all completed assignments in PDF format in one email to grades@creditsforteachers.com.
2. Complete a Course Evaluation (2 minutes) by clicking the link below - Course Evaluation Form

Advanced Differentiation - Syllabus

EDDU 9612

3 credits

Course Description: This course builds upon the foundation of differentiation principles developed in the “Basics of Differentiation” course. Advanced Differentiation puts a focus on differentiating for students based on interest and difficulty level. Through developing differentiated learning plans and tiered assignments, educators will be better able to meet the individual needs of their students.

Learning Objectives:

- Students will be able to develop differentiated learning plans for their lessons to meet the needs of all learners in the classroom.
- Students will learn the 6 methods for tiering assignments and/or activities for various learners to meet the needs of those learners.
- Students will be able to develop a tiered assignment to be implemented in a lesson.
- Students will develop skills to reflect on & improve their own teaching practices.

Course Materials:

- Readings:
 - (Required) List of chapters below all from the book *Making Differentiation a Habit: How to Ensure Success in Academically Diverse Classrooms* by Diane Heacox:
 - “Chapter 4: Using a Differentiated Learning Plan”
 - “Chapter 6: Prescribing Tiered Assignments and Using Flexible Grouping”
 - Videos:
 - How to Implement Tiering
 - Differentiating Instruction, 6-12, Part II: Tiered Assignments and Flexible Grouping
 - Content Implementation: (You will choose one of the following options.)
 - OPTION 1: Implementation Plan & Implementation Plan Template
 - OPTION 2: Hour Log Template & Hour Log Example
- *NOTE: The example is meant to act as a reference for what different entries could look like in the hour log assignment. Although this example relates to the *Growth Mindset* course, the outline and example entries can still be used as a model for what to include in the hour log assignment.
- Course Evaluation Form

Assignments:

1. Read the packet entitled “Chapter 4: Using a Differentiated Learning Plan” from the book *Making Differentiation a Habit: How to Ensure Success in Academically Diverse Classrooms* by Diane Heacox.

Then read the packet entitled “Chapter 6: Prescribing Tiered Assignments and Using Flexible Grouping” from the book *Making Differentiation a Habit: How to Ensure Success in Academically Diverse Classrooms* by Diane Heacox.

2. In at least 1 page, explain your reactions to the differentiated learning plan (DLP) in chapter 4. Answer the following questions in your response.
 - a. What part(s) of the DLP do you already implement in your lessons?
 - b. Which part(s) do you need to work on or implement more often?
 - c. Is there any piece you don't like and why? How would you modify it?

3. Watch the following videos:

- How to Implement Tiering
- Differentiating Instruction, 6-12, Part II: Tiered Assignments and Flexible Grouping

4. In at least 2 pages, describe your past experience with using tiered activities and/or assignments. What has been successful and what has been challenging? If you have never tried tiering an assignment explain why that is. Explain how you are now feeling about tiering an assignment or activity after reading chapter 6 and watching the videos. Do you feel more prepared and/or willing to try it? Does it seem more doable? Explain.

5. Content Implementation: **You only have to complete one of the following options.**

OPTION 1: This section typically applies to in class (or within the school day) implementation of strategies. For teachers that are in their summer break or do not have contact with students due to COVID-19, please refer to the Implementation plan for how to adjust this section accordingly. The Implementation Plan takes the place of the Hour Log, so you only have to do one or the other. Links to the Implementation Plan assignment and template can be found above in “Course Materials.”

Make sure to include the following in your 4 week plan. Develop and incorporate a minimum of 3 differentiated learning plans (DLP) within the unit. For each DLP, make sure to note which phase you are differentiating. **You will explain that in the final reflection below.** In at least one of your DLPs, incorporate a tiered activity or assignment. Use the following reminders to help you.

- You don't have to differentiate every phase of the DLP. Differentiating one per plan is enough.

- The DLP does not have to fit into one lesson.
*NOTE: Every lesson should have closure; however, if you don't get to the independent practice each lesson, that is ok.
- Use the "Criteria for Well-Designed Tiered Assignments" checklist as a guide.
- You don't have to use all 6 ways of tiering an assignment mentioned in the reading. Choose one or two depending on how many tiered assignments you choose to do.

OPTION 2: Complete an hour log that logs the hours when you implement strategies from the course. Choose some upcoming lessons to begin implementing the advanced differentiation strategies in your classroom with your students. Develop and incorporate a minimum of 3 differentiated learning plans (DLP) for those lessons. For each DLP, make sure to note which phase you are differentiating. *You will explain that in the final reflection below.* In at least one of your DLPs, incorporate a tiered activity or assignment. Use the following reminders to help you.

- You don't have to differentiate every phase of the DLP. Differentiating one per plan is enough.
- The DLP does not have to fit into one lesson.
*NOTE: Every lesson should have closure; however, if you don't get to the independent practice each lesson, that is ok.
- Use the "Criteria for Well-Designed Tiered Assignments" checklist as a guide.
- You don't have to use all 6 ways of tiering an assignment mentioned in the reading. Choose one or two depending on how many tiered assignments you choose to do.

Spend a minimum of 60 hours (about 2 weeks) implementing the strategies from the course and log the 60 hours. Possible options to use for logging hours include but are not limited to:

- Planning lessons
- Teaching lessons
- Reflections on practice
- Research of course topics
- Planning with colleagues

For each day, briefly explain what you accomplished, the lesson you taught, the strategies from the course utilized, and their effectiveness on students' learning. Make sure to include dates, the total hours spent each day or for each entry, and the total hours spent overall. Links to an Hour Log template and example can be found above in "Course Materials."

*NOTE: You will expand and elaborate on the strategies used and how it all went in your Final Reflection assignment. The hour log is meant to serve as a

brief description of recorded evidence that 60 hours of course content implementation were completed.

Additionally, use this log as an opportunity to reflect on the successes of implementing various strategies and what modifications can be made to improve the success of these strategies in subsequent lessons.

6. Final Reflection: ***You only have to complete one of the following options.***
- OPTION 1:** If you completed the course during the summer or during COVID-19 closures and completed the Implementation Plan, follow the guidelines below.
- a. Write a minimum two-page paper explaining how you plan to implement the strategies from the course. Make sure to answer the following questions in your reflection.
 - i. What will the strategies look like and/or sound like in your classroom? What will you be doing as the teacher? What will students be doing?
 - ii. For each DLP, what phase did you differentiate? For each tiered assignment, how did you tier the assignment—reading, challenge, structure, abstraction, level of support or learning preference?
 - iii. What impact do you hope to see from using these strategies on your teaching and on student learning?
 - iv. How is this way of teaching the unit different from how you taught the unit in the past?
 - v. What do you plan to do to support the effectiveness of the methods and strategies?
 - vi. What modifications do you plan to make on any of the strategies and why? (If you are not planning on making any modifications, feel free to skip this question.)
 - vii. What challenges do you foresee arising from using any of these strategies?

OPTION 2: If you completed the course during the school year and completed the Hour Log assignment, follow the guidelines below.

- a. After consistently implementing a minimum of 3 DLPs including a minimum of 1 tiered assignment in your lessons for 2 weeks (60 hours), reflect on the effectiveness of using these advanced differentiation strategies, including each phase of the DLPs, on your teaching and student learning.
- b. Write a minimum two-page paper explaining the impact of using DLPs and tiered assignments on your teaching and on student learning. Make sure to answer the following questions in your reflection.

- i. What did the strategies look like and/or sound like in your classroom? What were you doing as the teacher? What were students doing?
- ii. For each DLP, what phase did you differentiate? For each tiered assignment, how did you tier the assignment—reading, challenge, structure, abstraction, level of support or learning preference?
- iii. Were the methods and strategies successful and did you notice a difference compared to when you taught that topic in the past?
- iv. What did you do to support the effectiveness of the methods and strategies used? Did you modify any of the strategies to help meet your needs or the needs of your students? If so, describe the modifications and explain the reasoning behind them.
- v. What was challenging or didn't work as well as you would have hoped?
- vi. How would you modify any part of what you implemented to make it more effective in the future?

Advanced Differentiation - Assignment Plan, Evaluation & Grading

DLP Reflection (Written response rubric)	X/15 pts
Tiered Assignments Reflection (Written response rubric)	X/15 pts
*Hour Log Assignment OR Implementation Plan	-----
Final Reflection on Advanced Differentiation (Final Reflection Rubric)	X/40 pts
Final Grade	X/70 pts

(*The assignment is required but is not graded)

Final Grade Scale

63-70 - A
 56-62 - B
 49-55 - C
 42-48 - D
 41 & Below - F

Written Response Rubric (Used for DLP Reflection & Tiered Assignments Reflection):

Grade	Description
A (14-15)	Student answers all questions thoroughly with detail. The responses are well thought out and in depth and show understanding of what it means to differentiate using DLPs and tiered assignments. The examples given are detailed to the point that it is very clear what the outcome will look like in the classroom.
B (12-13)	Student answers all questions. Examples of new strategies are explained. More detail could have been given in one or more of the responses.
C (11)	Some questions are complete while others are not. Student may have left out examples or just failed to answer all parts of the question. Differentiation strategies are mentioned but full understanding is missing.
D (9-10)	Student has attempted to answer all questions but answers are incomplete. Not all parts of the questions are addressed and/or the strategies mentioned do not reflect differentiation.
F (0-8)	Answers are incomplete with a one or two sentence answer. There is no elaboration. Strategies are missing or do not reflect differentiation.

Final Reflection Rubric:

Grade	Description
A (36-40)	<p>Student has developed 3 or more “differentiated learning plans” for multiple lessons. Each differentiated learning plan has all 9 parts, as listed in the reading, completed with detail explaining how each part was incorporated or modified if needed. At least one of the differentiated learning plans includes a detailed tiered assignment, which meets all the listed criteria mentioned in chapter 6 of the reading. Student has explained in detail by which method they chose to tier the assignment and has identified the three groups for which they tiered the assignment. Lastly, student has answered all of the reflection questions.</p>
B (32-35)	<p>Student has developed 2 “differentiated learning plans” for multiple lessons. Each differentiated learning plan has all 9 parts, as listed in the reading, completed explaining how each part was incorporated or modified if needed. At least one of the differentiated learning plans includes a tiered assignment, which meets all the listed criteria mentioned in chapter 6 of the reading. Student has explained by which method they chose to tier the assignment and has identified the three groups for which they tiered the assignment. Lastly, student has answered all of the reflection questions.</p>
C (28-31)	<p>Student has developed 1 “differentiated learning plan” for one or more lessons. The differentiated learning plan has all 9 parts, as listed in the reading, completed explaining how each part was incorporated or modified if needed. At least one of the differentiated learning plans includes a tiered assignment, which meets all the listed criteria mentioned in chapter 6 of the reading. Student has explained by which method they chose to tier the assignment and has identified the three groups for which they tiered the assignment. Lastly, student has answered the majority of the reflection questions, but some questions are not addressed.</p> <p style="text-align: center;">OR</p> <p>Student has developed 2 “differentiated learning plans” for multiple lessons. Each differentiated learning plan has all 9 parts, as listed in the reading, completed explaining how each part was incorporated or modified if needed. At least one of the differentiated learning plans includes a tiered assignment, but it does not meet all of the criteria and the explanation of the assignment is incomplete. Lastly, student has answered the majority of the reflection questions, but some questions are not addressed.</p>
D (24-27)	<p>Student has developed 1 “differentiated learning plan” for one or more lessons, but it is incomplete. The differentiated learning plan has some but not all of the 9 parts, as listed in the reading. The differentiated learning plan includes a tiered assignment, but it does not meet all of the criteria and the explanation of the assignment is incomplete. Lastly, student has answered some of the reflection questions, but some questions are not addressed.</p> <p style="text-align: center;">OR</p> <p>Student has developed 1 complete differentiated learning plan, but it does not include a tiered assignment. Student has answered some of the reflection questions, but some questions are not addressed.</p>

F (0-23)	Student has developed 1 differentiated learning plan but it is incomplete. There is some explanation about how the parts were incorporated but very little. The differentiated learning plan does not include a tiered assignment. Student has answered some of the reflection questions but responses are very incomplete, or none of the questions have been answered.
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Advanced Differentiation - Suggested Hourly Breakdown

Course Readings, Videos & Additional Materials	5
Planning strategies into lessons	10
Practicing (or planning) strategies/techniques in the classroom	*20
Reflecting on lessons and effectiveness of strategies	5
Brainstorming, researching and writing all assignments	5
Total Hours	45

*Note: When utilizing the Hour Log option, the 20 course hours listed equates to 60 hours of course content implementation.

Upon Completion of the Course:

1. Please submit all assignments in PDF format to grades@creditsforteachers.com.
2. Complete a Course Evaluation (2 minutes) by using the link below -
Course Evaluation Form

Bibliography

BERStaffDevelopment, director. *Differentiating Instruction, 6-12, Part II: Tiered Assignments and Flexible Grouping*. YouTube, YouTube, 17 Mar. 2011, www.youtube.com/watch?v=1ob4eGz04G4&t=88s.

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LEARN NC, director. *How to Implement Tiering*. YouTube, YouTube, 13 Mar. 2012, www.youtube.com/watch?v=HlrWgVSw7l8.

Credits for Teachers Policies

Graduate-level professional development credits are not part of a degree program. These courses can be used for professional development, salary advancement, and recertification. Students should seek approval of appropriate district or college officials before enrolling in these courses to satisfy any degree, state credential, or local school district requirements. This credit may be applied toward a degree program at the discretion of the accepting institution. Courses are rolling throughout the year, which means it does not have a specific deadline to submit completed assignments. You must submit coursework by 6 months after the registration date with Credits for Teachers. Students have up to 30 days after the purchase of a course to request a refund.

Thank You!

