



Basics of Differentiation

Brandman University: EDDU 9609 – 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

Differentiation - Syllabus

EDDU 9609

3 credits

Course Description: This course introduces the basics of differentiation and what it looks like to differentiate for all students in the classroom. This course also provides a process for how to get started differentiating in the classroom and how to start building a repertoire of differentiated lessons. With several strategies, this differentiation course shows that there are many ways to differentiate within the classroom, but the most important step is to just start.

Learning Objectives:

- Students will be able to show ways they can start differentiating in their classrooms to meet the needs of their students.
- Students will learn how to differentiate for content, process, and product within a lesson.
- Students will develop a “low-prep” differentiated strategy and a “high-prep” differentiated strategy to implement in the classroom.
- Students will develop skills to reflect on & improve their own teaching practices.

Course Materials:

- Readings:
 - List of chapters below all from the book *The Differentiated Classroom, 2nd Edition: Responding to the Needs of All Learners* by Carol Ann Tomlinson:
 - (Required) “2: The Underpinnings of Differentiation”
 - (Required) “9: How Do Teachers Make It All Work?”
 - (Additional) “7: Instructional Strategies that Support Differentiation”
- Video: Getting Started on Differentiated Instructions
- 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 “2: The Underpinnings of Differentiation” from the book *The Differentiated Classroom, 2nd Edition: Responding to the Needs of All Learners* by Carol Ann Tomlinson.
2. After you read the packet, read through “Figure 2.2: Comparing Classrooms” and honestly assess on which side of the spectrum your classroom falls. Mark an X next to each description that matches what your classroom typically looks like. Circle the traits of the “Differentiated Classroom” that you would like to work on. (Keep this as a reference for yourself to refer back to in order to continue improving your teaching practices.) Then, in at least 1 page, explain which side of the spectrum your classroom generally falls under, traditional or differentiated. In your response, also include some of the items you would like to work on in the future to help make your classroom more differentiated.
3. Read the packet entitled “9: How Do Teachers Make It All Work?” from the book *The Differentiated Classroom, 2nd Edition: Responding to the Needs of All Learners* by Carol Ann Tomlinson.

Then watch the following video of Carol Ann Tomlinson, the guru of differentiation, speaking about how to begin differentiating in the classroom: Getting Started on Differentiated Instructions

4. In at least 2 pages, respond to the readings and the video. Answer the following questions in your response.
 - a. What was your reaction to the reading and the video? If differentiation is a topic that overwhelms you, do you feel better about at least starting the process? Explain.
 - b. Go through the steps that Carol Ann Tomlinson lists in the video and describe what you have done in the past for each step. What does the process look like in your classroom? If you have not done one or more of the steps, what would you like to try?
 1. Get to know your students
 2. Pre-assess your students
 3. Create a low-prep strategy
 4. Create a high-prep strategy
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:

- **Get to Know Your Students:** Describe an activity/lesson you did earlier in the school year to get to know your students or use a new activity/lesson at this current point in the school year to get to know them better. *In the final reflection below make sure to answer:* How will you/did you use this information to help you differentiate?
- **Pre-assess Your Students:** Give your students a pre-assessment. Attach one if possible. *In the final reflection below make sure to answer:* How will you/did you use this information to help you differentiate?
- **Differentiate Content, Process & Product:** Create a total of three new ideas to try. These can be all for one lesson or for separate lessons. Use the strategies at the bottom of “Figure 2.1: Differentiation of Instruction” from the reading to help you or come up with your own. *In the final reflection below make sure to include* a description of the strategies and how you think they helped students.
- **Differentiate Based on Student Needs:** For each new differentiation strategy you create and implement, think about if you are differentiating according to student readiness, interest, or learning profile. You do not have to include all three. *In the final reflection below make sure to explain* for each strategy you create if you are differentiating according to student readiness, interest, or learning profile.
- **Create a Low-Prep Strategy:** Create one “low-prep” strategy you are going to use and continue to use to help students who are “just not getting it” OR students who might need an extra challenge. Use the following guideline to help you think of something... “For a student showing me _____, I am going to try to use _____.” (This can be related to what you created for differentiating for “content, process & product”.)
- **Create a High-Prep Strategy:** Create one “high-prep” strategy you are going to use to differentiate for your students. Examples could be (but are not limited to) one of the strategies mentioned in chapter 7 (listed above in “Course Materials” as additional reading), a learning contract, a choice board, or different graphic organizers. *In the final reflection below make sure to explain* how you will use it in the future.

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 differentiation strategies in your classroom with your students. Make sure to include the following:

- **Get to Know Your Students:** Describe an activity/lesson you did earlier in the school year to get to know your students or use a new activity/lesson at this current point in the school year to get to know them better. *In the final reflection below make sure to answer:* What did you do? What did you learn about the students? How will you/did you use this information to help you differentiate?
- **Pre-assess Your Students:** Give your students a pre-assessment. *In the final reflection below make sure to answer:* What did you do? (Attach one if possible.) What did you learn from your students? How will you/did you use this information to help you differentiate?
- **Differentiate Content, Process & Product:** Create a total of three new ideas to try. These can be all for one lesson or for separate lessons. Use the strategies at the bottom of “Figure 2.1: Differentiation of Instruction” from the reading to help you or come up with your own. *In the final reflection below make sure to include* a description of the strategies, how you implemented them, and how you think they helped students.
- **Differentiate Based on Student Needs:** For each new differentiation strategy you create and implement, think about if you are differentiating according to student readiness, interest, or learning profile. You do not have to include all three. *In the final reflection below make sure to explain* for each strategy you create if you are differentiating according to student readiness, interest, or learning profile.
- **Create a Low-Prep Strategy:** Create one “low-prep” strategy you are going to use and continue to use to help students who are “just not getting it” OR students who might need an extra challenge. Use the following guideline to help you think of something... “For a student showing me _____, I am going to try to use _____.” *In the final reflection below make sure to describe* what you did and how it went for your students. (This can be related to what you created for differentiating for “content, process & product”.)
- **Create a High-Prep Strategy:** Create one “high-prep” strategy you are going to use to differentiate for your students. Examples could be (but are not limited to) one of the strategies mentioned in Chapter 7 (listed above in “Course Materials” as additional reading), a learning contract, a choice board, or different graphic organizers. *In the final reflection below make sure to describe* what you created. If you had time to implement it, explain how it went for your students. If you didn’t, explain how you will use it in the future.

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 (This could include the additional reading(s) listed above in the “Course Materials.”)
- 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. Address and answer the questions listed in #5 above.
 - ii. 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?
 - 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 the differentiation strategies listed above in #5 in your lessons for 2 weeks (60 hours), reflect on the effectiveness of using these strategies on your teaching and student learning.
- b. Write a minimum two-page paper explaining the impact of using the differentiation strategies on your teaching and on student learning. Make sure to answer the following questions in your reflection.
 - i. Address and answer the questions listed in #5 above.
 - ii. Were the methods and strategies successful and did you notice a difference compared to when you taught that topic in the past?
 - iii. 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.
 - iv. What was challenging or didn't work as well as you would have hoped?
 - v. How would you modify any part of what you implemented to make it more effective in the future?

Differentiation - Assignment Plan, Evaluation & Grading

Reading (Chpt. 2) Reflection (Written Response Rubric)	X/15 pts
Video & Reading (Chpt. 9) Reflection (Written Response Rubric)	X/15 pts
*Hour Log Assignment OR Implementation Plan	-----
Final Reflection on 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 Reading & Video Reflections):

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. 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)	Student has developed multiple lessons that include all of the differentiation strategies listed in the assignment (#5). Student has described in detail what they developed for each aspect of differentiation in #5 (getting to know students, pre-assessment, differentiating content, process & product, addressing student needs, low-prep strategy, and high-prep strategy) and has explained in detail how each part was incorporated. If there wasn't time to incorporate the high-prep strategy, the student has explained in detail how and when they will use the strategy in the future. Lastly, student has answered all of the reflection questions.
B (32-35)	Student has developed multiple lessons that include the majority of the differentiation strategies listed in the assignment (#5), but one aspect is missing. Student has described what they developed for the aspects of differentiation in #5 (getting to know students, pre-assessment, differentiating content, process & product, addressing student needs, low-prep strategy, and high-prep strategy) and has explained how each part was incorporated, except for one. If there wasn't time to incorporate the high-prep strategy, the student has explained how and when they will use the strategy in the future, unless this was the strategy missing. Lastly, student has answered all of the reflection questions.
C (28-31)	<p>Student has developed multiple lessons that include most of the differentiation strategies listed in the assignment (#5), but two aspects are missing. For the aspects they chose to include (getting to know students, pre-assessment, differentiating content, process & product, addressing student needs, low-prep strategy, or high-prep strategy) the student has described what they developed and has explained how the parts were incorporated. If there wasn't time to incorporate the high-prep strategy, the student has explained how and when they will use the strategy in the future, unless this was the strategy missing. 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 completed the requirements listed to receive a "B". However, the explanation of the strategies is incomplete and it is unclear what was done and how the strategies were implemented. If there wasn't time to incorporate the high-prep strategy, the student has explained how and when they will use the strategy in the future, unless this was the strategy missing. Lastly, student has answered the majority of the reflection questions, but some questions are not addressed.</p>
D (24-27)	Student has developed multiple lessons that include most of the differentiation strategies listed in the assignment (#5), but three aspects are missing. For the aspects they chose to include (getting to know students, pre-assessment, differentiating content, process & product, addressing student needs, low-prep strategy, or high-prep strategy), the student has described what they developed and has explained how the parts were incorporated. However, the description and explanation are both incomplete, and it is unclear what was done and how it was done. If a high prep strategy was created and there wasn't time to incorporate the

	high-prep strategy, the student did not explain how and when they will use the strategy in the future. Lastly, student has answered the majority of the reflection questions, but some questions are not addressed.
F (0-23)	Student has developed multiple lessons that include only 1 or 2 of the differentiation strategies listed in the assignment (#5). For the aspects they chose to include (getting to know students, pre-assessment, differentiating content, process & product, addressing student needs, low-prep strategy, or high-prep strategy), the student has described what they developed explaining how the parts were incorporated, but the explanation is incomplete. If a high prep strategy was created and there wasn't time to incorporate the high-prep strategy, the student did not explain how and when they will use the strategy in the future. Student has answered some of the reflection questions but responses are very incomplete, or none of the questions have been answered.

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

Castaneda, Roxana, director. *Getting Started On Differentiated Instructions*. YouTube, YouTube, 10 July 2012, www.youtube.com/watch?v=LGYa6ZacUTM.

Tomlinson, Carol A. *The Differentiated Classroom, 2nd Edition: Responding to the Needs of All Learners*. Published by Pearson Education, Inc., by Special Arrangement with the Association for Supervision and Curriculum Development (ASCD), 2014.

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!

