

Fall 2025 Semester

September 22, 2025 – January 9, 2026

Title of Course: Differentiating Instruction in the 21st Century Classroom	
Number of Sessions: 6	Grade Levels: K-12
Total Hours: 45	Total Number of Credits: 3
Course Start Date: September 22, 2025	Course End Date: January 9, 2026
Course Location: Online at CE Credits Online www.cecreditsonline.org	
Maximum Course Enrollment: 1000	
Instructor's Name: Jeffrey G. Christo	Instructor's Telephone: 425-788-7275
Instructor's Email: support@cecreditsonline.org	
Education Partner Fee: \$159	
Materials Fee if applicable: N/A	
Registration Deadline: November 17, 2025	

Course Information

Course Description

New York City is the largest school system in the country with 1,800 schools. It is a diverse school system where students represent diverse identities (racial, ethnic, gender, linguistic), lived experiences and socioeconomic classes. They speak different languages at home and have varying immigration statuses. There is diversity of gender, gender expression and sexual orientation. Many students have special needs. It is common to have students that represent various special populations as well as students from diverse cultural backgrounds. The research is clear that a one-size-fits-all approach to learning is not effective.

This course seeks to aid the NYC public schools in their goal of providing equitable and excellent education for all students ([Equity and Excellence for All: Diversity in New York City Public Schools](#)) and is guided by the essential question "How can we create powerful learning experiences to meet the wide range of student needs in the 21st century classroom?" This course presents differentiation as a solution for answering this essential question and meeting the needs of a diverse student base.

This course will provide educators with the tools to necessary to implement differentiation effectively in their classroom by being able to identify and meet the needs of all students. It provides tips and downloadable resources that educators can start implementing immediately along with two authentic tasks (designing Instruction for the 7 learning styles and crafting performance-based tasks) and a final project (a comprehensive DI lesson plan) that ask participants to think deeply about the subject matter and apply it to their students in meaningful ways.

Target Grade Levels

Integration of *Danielson Framework for Teaching* Components

Primary Standards:

Domain 2: Classroom Environment**2b Establishing a Culture for Learning**

- Through an in-depth study of student diversity and differentiated learning plans, participants will establish a positive culture of learning in the classroom. The educators will understand the range of diversity in students and determine the best way to design classroom learning to be inclusive and welcoming for all. The strategies will create an environment where all students thrive.

Domain 3 Instruction**3c Engaging Students in Learning**

- By applying the strategies of instruction and assessment presented in the course, participants will engage diverse students in a rigorous and appropriate learning process. The educators will determine ways to build in student strengths, scaffold for effective instruction, and develop appropriate formative and summative assessments.

Additional Standards:

Domain 1: Planning and Preparation

- 1b Demonstrating Knowledge of Students
- 1f Designing Student Assessments

Domain 2: Classroom Environment

- 2a Creating an Environment of Respect and Rapport

Integration of Standards**NYS Professional Learning Standards:**

- 5. Diverse Learning: Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.
- 6. Student Learning Environments: Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.

Pedagogical Approach

This course consists of six Modules, each of which features andragogic strategies to meet the needs of diverse teacher learners in the NYC DOE. Each Module is comprised of research-based best practices, reading assignments, classroom and pedagogically focused video, reflection/analysis questions, [discussion boards](#), 2 [Authentic Tasks](#) (in lieu of a midterm), downloadable resources ([Appendix D](#)), a [Classroom Practice Analysis](#), and a [comprehensive Final Project](#).

Participants participate in presentations and discussions of various special populations of students and various learning styles, which build to an authentic task where all learning styles are addressed. Later modules feature discussions and presentations on various pedagogical and assessment strategies for DI, including a performance-based learning task. As the culminating projects, educators synthesize the learning of the course into a comprehensive differentiated lesson plan which can be implemented and also used as a model for best practices in DI.

Application to Instruction and Student Learning

Course Outcomes:

Learners will be able to:

- Review norms for establishing a brave learning space.
- Hold high expectations for all students.
- Dispel myths about differentiated instruction based on outdated assumptions.
- Differentiate between what DI is and is not
- Identify ways you currently use DI in your classroom
- Implement differentiated strategies in your classroom
- Describe the research that supports DI
- Understand how brain-based learning supports DI
- Hypothesize ways in which diverse characteristics impact student learning and your classroom.
- Analyze their own learning style and how it impacts the way they teach
- Apply strategies and techniques for assessing student needs
- Explain the crucial role formative and summative assessment plays in student success
- Create performance assessments with clear goals
- Scaffold instruction for learners with different levels of readiness, interest and learning style
- Apply assessment strategies for diverse students
- Implement strategies for a variety of diverse students
- “Teach Up” when planning learning activities
- Differentiate for four classroom elements: content, process, product and learning environment
- Plan tiered instruction for different levels of readiness
- Scaffold for success of all students
- utilize best practices when differentiating during whole class instruction
- utilize anchor activities in flexible groups
- Use technology to enhance differentiation using best practices
- Utilize Project-Based Learning as a differentiation strategy
- Effectively differentiate instruction to meet the needs of all students.
- Differentiate instruction for readiness, interest and learning style
- Create a learning environment where students thrive.
- Evaluate the ways in which a teacher can be successful with all learners
- Utilize backward design to plan lessons
- Create authentic performance assessments, both formative and summative, that have clear goals and accurately reflect student learning.
- Select differentiation strategies to meet the needs of specific special populations
- Create a plan to start differentiating in their own classroom
- challenge their own practice of differentiated instruction.
- analyze how theories of brain-based learning helps one understand learning differences.
- analyze the various complex differences in students in their classroom.
- analyze how a teacher should differentiate for non-dominant cultural groups.
- reflect on their own identity, experience, and learning style - and think about how it impacts their teaching style.
- utilize differentiated instruction to help reach historically marginalized student groups.
- analyze how traditional assessment has contributed to inequity for historically marginalized groups.

- describe ways to differentiate assessments for all students to show their learning.
- question historical and traditional views on assessment.
- provide authentic and contextual performance-based assessments.
- change the learning environment to meet the needs of students.
- implement tiered instruction that maintains high standards for all students.
- utilize performance-based tasks to better gauge mastery of content than paper and pencil tests.
- identify traditional inflexible practices that have contributed to inequity.
- describe ways to use differentiated instruction to engage all learners.
- compare differentiated instruction to traditional whole class instruction.
- evaluate the ability of differentiated instruction to help more students succeed in the general classroom.
- analyze the importance of DI for students with specific learning disabilities and ADHD diagnoses.
- analyze the importance of DI for ELL students and speakers of non-dominant English.
- evaluate how the use of DI changes the underlying structure for students who have been historically marginalized.
- explain how technology can assist students in meeting success in a general education setting.

Assessment

Participants receive formative feedback throughout presentations and in discussion boards. Participants are summatively assessed on Discussion Board participation ([Appendix A](#)), two Authentic Tasks and a Classroom Practice Analysis ([Appendix B](#)); and a Final Project ([Appendix C](#)) through rubric-based feedback from course facilitators. Authentic Tasks, the Classroom Practice Analysis, and Final Project feedback includes constructive feedback throughout the submission, a scored rubric, and a detailed summative comment. Participant receive feedback in 1-7 days of submission (review the Feedback section for more details).

Participants also complete both a pre- and post-assessment in the course. The pre-assessment enables participants to reflect on their prior knowledge, comfort level, and current level of competency, and the post-assessment allows them to determine what knowledge and skills they have gained by taking the course.

Connection to Culturally Responsive-Sustaining Dispositions & Practices (CR-SDP)

Participants in this course will learn to challenge traditional classroom grouping strategies and instructional practices to challenge and include traditionally marginalized learners through differentiated Instruction (DI). Participants will reflect on the myriad ways that students in their classes differ and how they can provide instruction with high expectations and scaffolds for all. Special populations such as marginalized culture groups, learning disabled students, and students with various learning styles will be specifically considered throughout the course. Teachers consider their own cultures, identity, learning style, and lived experiences - and question how they affect their teaching style - and build understanding that not all students will learn that same way.

Major Assignment	Due Date
Authentic Task #1: Addressing the Seven Learning Styles	Due by the end of Module 2
Authentic Task #2: Performance Based Tasks	Due by the end of Module 4
Classroom Practice Analysis	Due by the end of Module 6

Feedback

Participants receive formative feedback throughout presentations and in discussion boards. Participants are summatively assessed on Discussion Board participation ([Appendix A](#)), two Authentic Tasks and a Classroom Practice Analysis ([Appendix B](#)); and a Final Project ([Appendix C](#)) through rubric-based feedback from course facilitators. Authentic Tasks, the Classroom Practice Analysis, and Final Project feedback includes constructive feedback throughout the submission, a scored rubric, and a detailed summative comment.

Facilitators have received revised instructions and grading rubric and will now respond to every comment in each discussion board. Facilitators will inform each participant who has had a comment added to their post to return to the discussion board to continue the conversation and reply to their colleague's comment to their post.

Participants also complete both a pre- and post-assessment in the course. The pre-assessment enables participants to reflect on their prior knowledge, comfort level, and current level of competency, and the post-assessment allows them to determine what knowledge and skills they have gained by taking the course.

Formative Feedback:

Participants receive formative feedback throughout the course as part of the design of the interactive presentations (e.g., feedback on reflection/analysis questions, etc.). Participants also receive consistent and targeted formative feedback from Facilitators in the Discussion Boards, as facilitators provide public comments/responses/additional questions to drive thinking, collaboration, and connection to practice. This course makes a special effort to give formative feedback in the form of concept quizzes and final project components in every module.

Summative Feedback:

Participants receive rubric-driven summative feedback on their 12 Discussion Boards within 1-3 days of submission. For the two Authentic Tasks, Classroom Practice Analysis and Final Project, participants receive rubric driven feedback within one week of submission. Facilitators work with participants to support their successful completion of all tasks/Discussion Boards by providing opportunities for participants to resubmit work, based on targeted feedback, that falls below standards outlined in the course's rubrics.

Grades

Assignment(s)	Percentage of final grade
Authentic Tasks	30%
Classroom Practice Analysis	15%
Discussion Board Participation	20%
Final project	35%

Course Calendar

Module #1 An Introduction to Differentiated Instruction	
Date: September 22, 2025 – January 9, 2026	Number of hours for this session: 7
Time: Self-paced	Assignments due today: January 9, 2026
Standards and Components Alignment:	
<p>Danielson Framework:</p> <p>Domain 1: Planning and Preparation</p> <ul style="list-style-type: none"> 1b Demonstrating Knowledge of Students 1f Designing Student Assessments <p>Domain 2: Classroom Environment</p> <ul style="list-style-type: none"> 2a Creating an Environment of Respect and Rapport 2b Establishing a Culture for Learning <p>Domain 3 Instruction</p> <ul style="list-style-type: none"> 3c Engaging Students in Learning 	<p>NYS Professional Learning Standards:</p> <ul style="list-style-type: none"> 5. Diverse Learning: Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students. 6. Student Learning Environments: Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
Objectives:	
<p>Participants will be able to:</p> <ul style="list-style-type: none"> Differentiate between what DI is and is not Identify ways you currently use DI in your classroom Implement differentiated strategies in your classroom Describe the research that supports DI Understand how brain-based learning supports DI Review norms for establishing a brave learning space. Hold high expectations for all students. Dispel myths about differentiated instruction based on outdated assumptions. Challenge their own practice of differentiated instruction. Analyze how theories of brain-based learning helps one understand learning differences. 	
Topics and Agenda:	
<p>The following activities will take place during this session:</p> <ul style="list-style-type: none"> Presentation: Creating a Brave Learning Space Presentation: What is Differentiated Instruction? Presentation: Overview of DI Presentation: DI in Action Presentation: Research Supporting DI Presentation: Brain Based Learning/Memory Participants are provided with a link to the NYS's Next Generation Learning Standards and asked to align their work to these standards for their grade level where applicable. Participants learn about the Creating a Brave Learning Space 	

- Participants learn what differentiated instruction is by reflecting on Myths and Truths regarding differentiation.
- Participants see differentiated instruction in action as they watch videos tailored to their specific grade level.
- Participants create a forum post on things they may already be doing in the classroom that qualify as differentiation, so they may do them more purposefully.
- Participants explore principles of effective differentiation strategies and specific approaches to differentiation
- Participants explore the research supporting differentiated instruction and watch a video on differentiation and the brain.
- Participants learn about how our brains process and store information, explore Brain Based Learning Strategies to get student's attention and watch a video on the science of boredom.
- Participants reflect on personal experiences as they look at why we remember and why we forget events and information.
- Participants will learn strategies that enhance memory.
- Participants review the Discussion Board rubric.
- Discussion Board: [Ice Breaker](#)
- Discussion Board: [Do you already Differentiate Instruction?](#)

Connection to Critical Consciousness/CRSE:

Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):

* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)

* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups

* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity

☐ Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning

☐ Course incorporates clear structures and expectations for participation in a brave learning community

Activity:

- Presentation: Creating a Brave Learning Space
- **Presentation: Brave Learning Space**
 - **Reading:** [Understanding Race and Privilege](#)
 - **Consider your own social identities**
 - **Video:** [Critical Social Justice Chat - Get Hip to Brave Spaces!](#)
- Presentation: Overview of Differentiated Instruction

Resource: [Differentiated Instruction Educator's Package](#)

Presentation considers how the "one-size-fits-all" approach does not meet the needs of all students. Rather is targets the majority group/culture (white, middle class, neurotypical, monolingual).

 - [How scrapping the one-size-fits-all education defeats inequity](#) by [Nicholas C. Donohue](#)
 - [Why "One Size Fits all Education" Might not Work Anymore](#) By [Rohan A Thazath](#)
 - [One-Size-Fits-All Education Doesn't Work](#) By [Alfie Kohn](#)
 - [Finding Manageable Ways to Meet Individual Needs](#) by Scott Willis and Larry Mann

	<ul style="list-style-type: none"> ○ Examining Teachers' Practices with ELLs By STEPHANIE CHEUNG • Presentation: DI in Action • Discussion Board: Do you already Differentiate Instruction? • Downloadable Resource: Effective DI Strategies That Support Differentiation • Suggested Resource: The Differentiated Classroom: Responding to the Needs of All Learners by Carol Ann Tomlinson • Presentation: Brain Based Learning and Memory
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Application to Instruction and Student Learning:

This first Module will provide an overview of differentiation and will address myths and truths that participants may have encountered in their teaching practices. They will watch as other educators use differentiation their classrooms and will be presented with differentiation strategies they can begin using immediately. The session will end with a look at the research supporting differentiation and a discussion of Brain Based Learning and Memory.

Assessment and Feedback:

For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section. Participants will receive feedback on Discussion Board responses within 1-3 days of submission.

Module #2 Differentiating to Meet the Needs of All Students

Date: September 22, 2025 – January 9, 2026	Number of hours for this session: 7
Time: Self-paced	Assignments due today: January 9, 2026

Standards and Components Alignment:

Domain 2: Classroom Environment <ul style="list-style-type: none"> • 2b Establishing a Culture for Learning Domain 3 Instruction <ul style="list-style-type: none"> • 3a Communicating with Students • 3c Engaging Students in Learning • 3e Demonstrating Flexibility and Responsiveness 	NYS Professional Learning Standards: <ul style="list-style-type: none"> • 5. Diverse Learning: Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students. • 6. Student Learning Environments: Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
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Objectives:

Participants will be able to:

- Differentiate instruction for readiness, interest and learning style

- Hypothesize ways in which diverse characteristics impact student learning and your classroom.
- Analyze their own learning style and how it impacts the way they teach
- Evaluate the ways in which a teacher can be successful with all learners
- Implement strategies for a variety of diverse students
- Analyze the various complex differences in students in their classroom.
- Analyze how a teacher should differentiate for non-dominant cultural groups.
- Reflect on their own identity, experience, and learning style - and think about how it impacts their teaching style.
- Utilize differentiated instruction to help reach historically marginalized student groups.

Topics and Agenda:

The following activities will take place during this session:

- Presentation: Differentiating to Meet the Needs of All Students
- Presentation: Gender Differences in Learning
- Presentation: How Culture Effects Learning
- Participants complete a quick write on 10-15 ways in which their students differ.
- Participants learn about differentiating for readiness, interest and learning style.
- Participants respond to a discussion prompt on how their own learning style impacts their teaching.
- Participants review how students of diverse identities and lived experiences such as racial, ethnic, gender, linguistic etc. affects learning and relate it back to their own experiences as students, teachers, and/or parents.
- Participants read an article on Culturally Responsive Teaching and reflect on strategies for being more culturally responsive.
- Participants watch a video on Teaching Out of the Box that describes how to use culturally responsive strategies that break the traditional mold of education.
- Participants read a scenario describing how an exemplar teacher differentiates for readiness, interest, learning style, and students of diverse identities.
- Participants learn how gender differences may impact learning.
- Using the list of differences created at the beginning of the module, participants will select one way students differ, and identify the characteristic as relating to readiness, interest, learning style, identity or a combination thereof. Finally, they will write a forum post on what strategies they could use to differentiate instruction for this characteristic.
- Discussion Board: [Does your learning style impact your teaching style?](#)
- Discussion Board: [Module 2 Reflection](#)
- Authentic Task 1: [Authentic Task 1: Addressing the Seven Learning Styles](#)

Connection to Critical Consciousness/CRSE:

Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):

* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not

Activity:

- Presentation: Differentiating to Meet the Needs of All Students
- Presentation: Gender Differences in learning
- Presentation: How Culture Effects Learning
- Presentation: Differentiating by Readiness, Interest, and Learning Style

<p>limited to students of color, students with disabilities, and multilingual learners)</p> <p>* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups</p> <p>* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity</p> <p><input type="checkbox"/> Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning</p> <p><input type="checkbox"/> Course incorporates clear structures and expectations for participation in a brave learning community</p>	<ul style="list-style-type: none"> Reading: It is important to explore our beliefs and the views we hold of our students. This includes the views we hold about their cultural upbringing and identities. It is vital that all educators firmly believe that <u>all</u> students can learn and succeed. When educators consider the views and beliefs they have of their students, they are engaging in and ensuring that their practice and pedagogy is critically conscious and equitable. Please read the following article by Katie Martin. While you read, ask yourself how your feelings or attitudes about your students impact their success. Why Believing in Your Students Matters Reflection Question: Take this learning styles inventory. Were the results what you thought they'd be? How do you think your own cultural upbringing, identity and lived experiences may have impacted your learning preferences or how you teach? We tend to teach in our own learning style. Reflect on your teaching style. Do you tend to teach using your own style? Think of one example of how you might need to change your preferred teaching style to meet the learning needs of the students in your class. How does the cultural upbringing, identity and lived experiences affect the learning needs of your students? Discussion Prompt: How does your experiences and learning style affect your teaching? Presentation: How Culture Affects Learning Resource: Stereotype Threat: Theory, Process, and Application by Michael Inzlicht and Toni Schmader Reading: Being Mindful of Cultural Differences by Rusul Alrubail. When teaching a diverse group of students, whether they are English language learners or English speakers but have a different cultural
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background, it's important to be mindful of the cultural differences in students' behavior. Recognizing and being able to distinguish these cultural differences allows the teacher to form a safe environment for all students. It's important to recognize and understand these differences to be able to implement culturally responsive teaching and pedagogical practices in the classroom to ensure the success of every student.

Additional Resources:

- [No More Culturally Irrelevant Teaching](#) by [Mariana Souto-Manning](#)
- African American Culture
[Thirty-Year Retrospective on the Learning Styles of African American Children](#) by [Janice E Hale, Ph.D.](#)
[Learning Styles of African American Children and NSTA Goals of Instruction](#). By Claudia T. Melear
- Native American Culture
[What Every Teacher Needs To Know To Teach Native American Students](#)
[The Learning Styles of Native American Students and Implications for Classroom Practice](#)
- Hispanic Culture
[Hispanic-American Students and Learning Style](#)
- Asian Culture
[Learning Style Preferences of Asian American \(Chinese, Filipino, Korean, and Vietnamese\) Students in Secondary Schools](#)
[Matching Teaching Styles with Learning Styles in East Asian Contexts](#) by Zhenhui Rao
- 2nd Language Learners
[Meeting Differing Learning Styles Of Non-traditional Students In The Second Language Classroom](#)
- Reading: [Culturally Responsive Teaching](#)
What strategies might you employ to be more culturally responsive?
Reading: [Culturally Responsive Teaching](#)

	<p>Video: Teaching Out of the Box: Algebra for ESL Students</p> <ul style="list-style-type: none"> • Presentation: Differences in Learning Based on Gender <ul style="list-style-type: none"> ◦ Understanding sexual orientation and gender identity ◦ Scenario: How a teacher differentiates for different cultures ◦ Reading: With Boys and Girls in Mind • Discussion Prompt: Differentiating for Your Students • Authentic Task: Addressing the Seven Learning Styles
Application to Instruction and Student Learning:	
<p>In Module 2 participants will look at how differentiated instruction, when used effectively, takes into account three key areas: readiness, interest and learning style. Participants will determine their own learning style and analyze how it impacts their teaching. We will discuss how diverse identities and language impact learning and strategies for creating instruction that is culturally respectful. This session will close with a look at how gender may impact learning.</p>	
Assessment and Feedback:	
<p>For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section. Participants will receive feedback on Discussion Board responses within 1-3 days of submission.</p>	

Module #3 Assessment in the Differentiated Classroom	
Date: September 22, 2025 – January 9, 2026	Number of hours for this session: 7
Time: Self-paced	Assignments due today: January 9, 2026
Standards and Components Alignment:	
<p>Domain 3 Instruction</p> <ul style="list-style-type: none"> • 3a Communicating with Students • 3c Engaging Students in Learning • 3d Using Assessment in Instruction • 3e Demonstrating Flexibility and Responsiveness 	<p>NYS Professional Learning Standards:</p> <ul style="list-style-type: none"> • 5. Diverse Learning: Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students. • 6. Student Learning Environments: Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
Objectives:	
<p>Participants will be able to:</p> <ul style="list-style-type: none"> • Apply strategies and techniques for assessing student needs • Explain the crucial role formative and summative assessment plays in student success • Create performance assessments with clear goals 	

- Scaffold instruction for learners with different levels of readiness, interest and learning style
- Apply assessment strategies for diverse students
- Analyze how traditional assessment has contributed to inequity for historically marginalized groups.
- Describe ways to differentiate assessments for all students to show their learning.
- Question historical and traditional views on assessment.
- Provide authentic and contextual performance-based assessments.

Topics and Agenda:

The following activities will take place during this session:

- Presentation: Assessment in Differentiated Classrooms
- Presentation: Performance Based Assessments
- Presentation: Scaffolding Performance Tasks
- Presentation: Brave Learning Space Mid-Course Check
- Participants learn why assessment is crucial to differentiation.
- Participants watch a video overview of the difference between formative and summative assessments.
- Participants take a closer look at formative assessments and will watch a video demonstrating how a veteran teacher uses formative assessments in her classroom.
- Participants examine how to collect and use formative assessment data to inform learning.
- Participants watch a video on Building Formative Assessment into Game-Based Learning and use the video for inspiration as they create a forum post on an activity they plan to teach in the near future and two ways they could formatively assess students during said activity.
- Participants watch a video on how performance assessments contribute to a growth mindset and will learn how to create performance assessments for their own students.
- Participants analyze the value of rubrics and review strategies for creating them effectively.
- Participants explore examples of differentiated products by subject and grade level.
- Participants discuss how to scaffold performance tasks and watch a video example of scaffolding in real life.
- Participants create a forum post discussing what boundaries may need to be in place when offering students choices regarding product creation.
- Discussion Board: [Formative Assessment In Action](#)
- Discussion Board: [Assessment Choice](#)

Connection to Critical Consciousness/CRSE:

Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):

* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)

* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups

Activity:

Brave Learning Space - Mid-Course Check

- Reflection on participant's identities and that of the students.
- Reflection on how these identities impact the need for differentiated instruction
- Reflection on questioning traditional assumptions about instruction.
- Reflection on norms for a brave learning space

<p>* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity</p> <p>□ Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning</p> <p>□ Course incorporates clear structures and expectations for participation in a brave learning community</p>	<ul style="list-style-type: none"> • Presentation: Differentiated Assessment Reading: Examining Teachers' Practices with ELLs: Equity in Assessment Through Socially and Culturally Informed Practices By Stephanie Cheung Consider: How are you making sure that assessment data is used fairly and equitably for all students in your classroom? Additional Resource: ASSESSING TO SUPPORT EQUITY AND OPPORTUNITY IN MATHEMATICS LEARNING • Discussion Board: Formative Assessment in Action • Presentation: Performance Assessments and Differentiated Products Discussion: Scaffolding assignment for all student's success Video and Discussion: Formative Assessment Video and Discussion: Performance and Alternate Assessments • Discussion Board: Assessment Choice
Application to Instruction and Student Learning:	
<p>In this Module participants will discuss the role that assessment plays in the differentiated classroom. Assessment is so essential to differentiation because it provides valuable information that is used to shape instruction in a way that ensures all student needs are met. Participants will explore the difference between formative and summative assessments and will be provided with strategies for implementing both types of assessment in their own classrooms. Finally, participants will learn about performance assessments and how to scaffold instruction for student success.</p>	
Assessment and Feedback:	
<p>For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section. Participants will receive feedback on Discussion Board responses within 1-3 days of submission.</p>	

Module #4 Planning Differentiated Instruction	
Date: September 22, 2025 – January 9, 2026	Number of hours for this session: 7
Time: Self-paced	Assignments due today: January 9, 2026
Standards and Components Alignment:	
<p>Domain 2: Classroom Environment</p> <ul style="list-style-type: none"> • 2b Establishing a Culture for Learning <p>Domain 3 Instruction</p> <ul style="list-style-type: none"> • 3a Communicating with Students 	<p>NYS Professional Learning Standards:</p> <ul style="list-style-type: none"> • 5. Diverse Learning: Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.

<ul style="list-style-type: none"> • 3b Using Questioning and Discussion Techniques • 3c Engaging Students in Learning • 3d Using Assessment in Instruction • 3e Demonstrating Flexibility and Responsiveness 	<ul style="list-style-type: none"> • 6. Student Learning Environments: Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
Objectives:	
<p>Participants will be able to:</p> <ul style="list-style-type: none"> • Utilize backward design to plan lessons • “Teach Up” when planning learning activities • Differentiate for four classroom elements: content, process, product and learning environment • Plan tiered instruction for different levels of readiness • Scaffold for success of all students • Change the learning environment to meet the needs of students. • Implement tiered instruction that maintains high standards for all students. • Utilize performance-based tasks to better gauge mastery of content than paper and pencil tests. • Identify traditional inflexible practices that have contributed to inequity. 	
Topics and Agenda:	
<p>The following activities will take place during this session:</p> <ul style="list-style-type: none"> • Presentation: Planning Differentiated Instruction • Presentation: Differentiating Content, Process, and Product • Presentation: Differentiating the Learning Environment • Presentation: Tiered Instruction • Participants examine Backward Design and “Teaching Up” as strategies to plan differentiated activities. • Participants watch a video overview of differentiation of content, process, and product. • Participants take a closer look at differentiating content, process and product as they read course content and watch a video demonstrating each element. • Participants learn about differentiating the learning environment as they explore the topics of classroom management, physical environment and classroom climate. <ul style="list-style-type: none"> ○ They will read an article on classroom management do’s and don’ts ○ Watch a video and create a forum post on flexible classrooms ○ Watch a video on creating a positive classroom • Participants learn what tiered instruction is, examine examples of tiered instruction, and explore strategies for providing tiered instruction. • Participants create a forum post on how they might tier instruction for a lesson they plan to teach in the near future. They will be asked to plan three tiered activities and consider what scaffolding will be necessary for varying levels of readiness. • Participants learn how “Coaching” can be utilized as a scaffolding strategy. • Discussion Board: Flexible Seating • Discussion Board: Tiered Instruction • Authentic Task 2: Authentic Task #2 - Performance Based Tasks 	
Connection to Critical Consciousness/CRSE:	

<p>Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):</p> <p>* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)</p> <p>* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups</p> <p>* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity</p> <p>□ Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning</p> <p>□ Course incorporates clear structures and expectations for participation in a brave learning community</p>	<p>Activity:</p> <ul style="list-style-type: none"> • Presentation: Planning Differentiated Instruction • Participants utilize the CR-Se elements "Fostering high Expectations and Rigorous Instruction" and "Identifying Inclusive Curricula and Assessments" to plan instruction and assessment for all students success. • Presentation: Backwards Design • Presentation: Differentiating the Learning Environment <ul style="list-style-type: none"> ○ Participants analyze and utilize the CR-Se elements "Creating a Welcoming and Affirming Environment" ○ Video: Flexible Classrooms: Providing the Learning Environment That Kids Need ○ Video: How to Create a Positive Classroom. • Discussion: Flexible Seating • Authentic Task: Performance Based Tasks
<p>Application to Instruction and Student Learning:</p>	
<p>A cornerstone of Differentiation is realizing that there is more than one path to success and planning these different paths into instruction. In the first three sessions participants explore ways in which students may differ and strategies to meet these needs. During this session we will look at how to plan these strategies into our instruction. The session will start with a discussion of "Backward Design", then will discuss differentiating for classroom elements of content, process, and product.</p>	
<p>Assessment and Feedback:</p>	
<p>For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section. Participants will receive feedback on Discussion Board responses within 1-3 days of submission.</p>	

<p>Module #5 Differentiation Strategies for the Whole Group</p>	
<p>Date: September 22, 2025 – January 9, 2026</p>	<p>Number of hours for this session: 7</p>
<p>Time: Self-paced</p>	<p>Assignments due today: January 9, 2026</p>
<p>Standards and Components Alignment:</p>	
<p>Domain 2: Classroom Environment</p> <ul style="list-style-type: none"> • 2b Establishing a Culture for Learning <p>Domain 3 Instruction</p> <ul style="list-style-type: none"> • 3a Communicating with Students 	<p>NYS Professional Learning Standards:</p> <ul style="list-style-type: none"> • 5. Diverse Learning: Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.

<ul style="list-style-type: none"> • 3b Using Questioning and Discussion Techniques • 3c Engaging Students in Learning • 3e Demonstrating Flexibility and Responsiveness 	<ul style="list-style-type: none"> • 6. Student Learning Environments: Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
Objectives:	
<p>Participants will be able to:</p> <ul style="list-style-type: none"> • Define student engagement and contrast it to passive learning • Explain the importance of engagement for differentiated instruction • Utilize best practices when differentiating during whole class instruction • Describe anchor activities and explain their role in differentiated instruction • Utilize anchor activities in flexible groups to improve student acquisition of knowledge • Implement and analyze one of the downloadable resources from this course to determine how the resource meets the needs of his/her students or colleagues. • Describe ways to use differentiated instruction to engage all learners. • Compare differentiated instruction to traditional whole class instruction. • Evaluate the ability of differentiated instruction to help more students succeed in the general classroom. 	
Topics and Agenda:	
<p>The following activities will take place during this session:</p> <ul style="list-style-type: none"> • Presentation: Differentiation Strategies for Whole Group Instruction • Presentation: Universal Design for Learning • Presentation: Fostering Active Student Participation • Presentation: Using Anchor Activities with Flexible Groups • Participants explore whole class differentiation strategies. • Participants discuss the importance of asking powerful questions and look at strategies for doing so. They also are provided with question frames to aid in asking higher level questions and create a forum post detailing powerful questions, on a topic they plan to teach, that poses a question for each level of Bloom's taxonomy. • Participants consider how to increase active student participation and engagement in the whole class setting. • Participants review anchor activities for use with flexible groups. Specifically, they will look at: <ul style="list-style-type: none"> ○ what anchor activities are ○ examples of anchor activities ○ best practices for using anchor activities ○ create a forum post describing three anchor activities they could adapt for their own classroom • Discussion Board: Question Frames • Discussion Board: Anchor Activities • Classroom Practice Analysis 	
Connection to Critical Consciousness/CRSE:	

<p>Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):</p> <p>* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)</p> <p>* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups</p> <p>* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity</p> <p><input type="checkbox"/> Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning</p> <p><input type="checkbox"/> Course incorporates clear structures and expectations for participation in a brave learning community</p>	<p>Activity:</p> <ul style="list-style-type: none"> • Presentation: Universal Design for Learning – participants utilize the UDL framework to plan inclusive lessons. Teachers can use the framework to move toward a universally accessible model instead of modified model. • Presentation: Differentiating with Your Whole Class • Presentation: Eliciting Active Student Participation • Classroom Practice Analysis • Analysis: How to increase engagement in whole class and flexible group settings
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Application to Instruction and Student Learning:

How to thoughtfully teach when working with our whole class is just as important as differentiating with flexible groups. As we plan learning experiences for our class as a whole, we need to constantly be aware of diverse needs and make every effort to use instructional strategies that meet as many of them as possible. During this session we will explore differentiation strategies and active engagement during whole class instruction.

Assessment and Feedback:

For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section. Participants will receive feedback on Discussion Board responses within 1-3 days of submission.

Module #6 Wrapping up the Conversation on Differentiated Instruction

Date: September 22, 2025 – January 9, 2026

Number of hours for this session: 10 (Including Final)

Time: Self-paced

Assignments due today: January 9, 2026

Standards and Components Alignment:

Domain 2: Classroom Environment

• 2b Establishing a Culture for Learning
Domain 3 Instruction

- 3a Communicating with Students
- 3c Engaging Students in Learning

NYS Professional Learning Standards:

- 5. Diverse Learning: Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.
- 6. Student Learning Environments: Professional development ensures that

<ul style="list-style-type: none"> • 3e Demonstrating Flexibility and Responsiveness 	<p>educators are able to create safe, secure, supportive, and equitable learning environments for all students.</p>
Objectives:	
<p>Participants will be able to:</p> <ul style="list-style-type: none"> • Presentation: Module 6 – Wrapping up Our Discussion of DI • Presentation: Using Technology to Differentiate Instruction • Presentation: DI in Project Based Learning • Presentation: Tips for Creating a DI Plan for Yourself • Presentation: Brave Learning Space Final Reflection • Select differentiation strategies to meet the needs of specific special populations • Use technology to enhance differentiation using best practices • Utilize Project-Based Learning as a differentiation strategy • Create a plan to start differentiating in their own classroom • Analyze the importance of DI for students with specific learning disabilities and ADHD diagnoses. • Analyze the importance of DI for ELL students and speakers of non-dominant English. • Evaluate how the use of DI changes the underlying structure for students who have been historically marginalized. • Explain how technology can assist students in meeting success in a general education setting. 	
Topics and Agenda:	
<p>The following activities will take place during this session:</p> <ul style="list-style-type: none"> • Participants discuss the value of differentiation for special populations. • Participants read an article describing differentiation strategies for specific special populations. • Participants review general differentiation strategies for special populations. • Participants examine best practices for using technology to differentiate instruction. • Participants read a blog post on 10 ways to differentiate with technology, then create a forum post to share with their peers' ideas they have for integrating technology into an upcoming lesson. • Participants explore differentiation in Project Based Learning and read an article on PBL best practices for redefining the teacher's role. • Participants reflect on how they want to implement differentiation in their classroom, what they think will be difficult, and what they may need more help with. They then discuss in the forum three low-prep strategies, and one high-prep strategy they will add to their repertoire of differentiation strategies. • Discussion Board: Differentiating With Technology • Discussion Board: Creating a DI Plan • Final Project: Creating a Differentiated Lesson Plan <p>Additional Suggested Resources for Differentiated Classrooms</p> <ul style="list-style-type: none"> • Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement by Robert J. Marzano • Leading and Managing a Differentiated Classroom • What Great Teachers do Differently by Todd Whitaker 	
Connection to Critical Consciousness/CRSE:	

<p>Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):</p> <p>* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)</p> <p>* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups</p> <p>* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity</p> <p><input type="checkbox"/> Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning</p> <p><input type="checkbox"/> Course incorporates clear structures and expectations for participation in a brave learning community</p>	<p>Activity:</p> <p>Brave Learning Space - Final Reflection</p> <ul style="list-style-type: none"> • Final reflection about the participant's social identities. • Final Reflection about the complex social identities of students in NYC schools. • Final Reflection on questioning traditional assumptions about instruction • How to enact ideas from the course in practice • Presentation: Differentiation and Special Populations <p>Discusses who special populations are (students with disabilities, students from economically disadvantaged backgrounds, students who do not speak English as their first language and students who are highly capable.) and why DI is important for these students.</p> <p>Chapter 9: Differentiating for Special Populations Differentiating Instruction for Success in Special Education Differentiation Techniques for Special Needs Students Video: LEARN NC Web conference archive: The power of nonfiction Special Need & Education Resources Teaching Students with Special Needs 7 Ways to Bring Out the Best in Special-Needs Students</p> <ul style="list-style-type: none"> • Discussion: Differentiating with Technology • Presentation: DI in Project-Based Learning Reading: 6 Strategies for Differentiated Instruction in Project-Based Learning • Final Project: Creating a Differentiated Lesson Plan
<p>Application to Instruction and Student Learning:</p>	
<p>In this final session we will begin by discussing differentiation for special populations (including students with disabilities, students from economically disadvantaged backgrounds, students who do not speak English as a first language and students who are highly capable). We will then look at strategies and best practices for using technology to aid in differentiation. Then we will review the implementation of Project-Based Learning in the differentiated classroom and present tips to aid participants in creating a differentiation plan for themselves. The session will close with final thoughts on differentiation and the final project will be due.</p>	
<p>Assessment and Feedback:</p>	

For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section. Participants will receive feedback on Discussion Board responses within 1-3 days of submission.

Appendix A

Discussion Boards and Rubric

Discussion Board:

Module	Title	Text
1	Ice Breaker	<p>Before we dive into the course, let's take a moment to get to know each other.</p> <p>Please introduce yourself to your classmates. The following are some items you may want to share.</p> <ol style="list-style-type: none"> 1. What is your name and where are you from? 2. What grade/subject do you teach? 3. What prompted you to take this course? 4. What do you hope to get from this course? 5. Post your introduction to the forum, then read and comment on two of your colleague's posts. Your response should extend the discussion (i.e., ask a question, provide a similar experience, make a suggestion.) Please see rubric
1	Do you already Differentiate Instruction?	<p>To begin, reflect on the ways in which the practices you are learning might or might not support the tenets of Culturally Responsive-Sustaining Education Framework.</p> <p>It needs to be emphasized that Differentiated Instruction is not an add on to our teaching but rather, the ways in which we design all instruction so that we can meet the needs of our diverse populations. Now that you know a bit more about what DI is, take a look at your own teaching practice.</p> <ol style="list-style-type: none"> 1. Are there things you're already doing to differentiate instruction? How might you continue to do these things more consciously? 2. Share with your classmates one example of a way you recently differentiated a lesson to meet the need of an individual or group in your classroom and how this supports the tenets of CRSE. 3. Post your reflections to the forum, then comment on two of your colleagues' posts. Your response should extend the discussion (i.e., ask a question, provide a similar experience, make a suggestion.) Please see rubric
2	Does your learning style impact your teaching style?	<ol style="list-style-type: none"> 1. What do you believe is your preferred learning style? 2. What evidence can you cite from your own past learning experiences that supports your belief? 3. How do you think your own cultural upbringing, identity and lived experiences may have impacted your learning preferences or how you teach? 4. Think about how this may lead to misunderstandings or disconnects for your students. Are there any practices that you use because of your style, that may not be working for all your students? It is our role to help design instruction in a way that supports the growth of all students, despite our own learning styles. 5. Post your reflections to the forum, then comment on two of your colleagues' posts. Your response should extend the

		discussion (i.e., ask a question, provide a similar experience, make a suggestion.) Please see rubric
2	Differentiating for Your Students	<p>Please take out the list you created during Presentation 1 of this module.</p> <ol style="list-style-type: none"> 1. From your list, select one of the ways your students differ. Identify if this characteristic is related to readiness, interest, learning style, culture, or a combination of them. 2. Next, describe 2-3 strategies you could use to differentiate instruction for this characteristic. 3. How do these strategies support the tenets of CRSE? 4. Please post your answer to the forum, then provide feedback for two of your colleagues. Your response should extend the discussion (i.e., ask a question, provide a similar experience, make a suggestion.) Please see rubric
3	Formative Assessment in Action	<p>In this video, the teacher formatively assessed his students as they participated in a hands-on group activity. Take note of the simple ways he formatively assessed his students.</p> <p>Building Formative Assessment into Game-Based Learning</p> <ol style="list-style-type: none"> 1. In the discussion forum, share with your peers one activity you do (or plan to do) with your students. 2. Describe two ways you could formatively assess your students during this activity. 3. What steps have you taken to ensure your assessment tests are fair and equitable for all students and that they are free of linguistic and cultural bias? Consider how this supports the tenets of CRSE. 4. Next, read the posts of two of your classmates and share additional ideas (ones they didn't already state) of ways they could formatively assess their students during their described exercise. Your response should extend the discussion (i.e., ask a question, provide a similar experience, make a suggestion.) Please see rubric
3	Assessment Choice	<p>The question has been posed that perhaps providing students with choices won't push them to challenge themselves and step outside their comfort zones. While there is much evidence that supports providing students with choices, it is worth discussing where the boundary is when providing choice.</p> <ol style="list-style-type: none"> 1. What are your thoughts on this statement? Do you agree or disagree? Why or why not? 2. Please post your thoughts to the forum, then comment on two of your colleagues' posts. Your response should extend the discussion (i.e., ask a question, provide a similar experience, make a suggestion.) Please see rubric
4	Flexible Seating	<ol style="list-style-type: none"> 1. What are your thoughts on flexible seating? 2. Are there barriers to implementing flex seating in your classroom? 3. How could you overcome these barriers? 4. If you yourself or other educators had a negative view of flexible seating - why do you think that may be? Is this based

		<p>on traditional practice or underlying assumptions that may not serve students?</p> <ol style="list-style-type: none"> How might flexible seating address the tenets of CRSE? Please post your ideas to the forum, then take a few minutes to respond to the ideas of your peers. Your response should extend the discussion (i.e., ask a question, provide a similar experience, make a suggestion.) Please see rubric
4	Tiered Instruction	<ol style="list-style-type: none"> Think of a lesson you plan to teach in the near future. How could you tier instruction for different groups of students? Consider the Teaching Up strategy. Think of who your most advanced learners are. Plan one activity with them in mind. Now consider students at other levels of readiness. What scaffolding would they need to achieve the same goal? Plan three tiered activities for this lesson. How does scaffolding differ from lowering expectations? How would lowering expectations contribute to inequity? How does scaffolding align to the CRSE framework? Post your answers to the forum, then comment on two of your colleagues' posts. Your response should extend the discussion (i.e., ask a question, provide a similar experience, make a suggestion.) Please see rubric
5	Question Frames	<p>Think of a topic you will be discussing with your class.</p> <ol style="list-style-type: none"> Using the question frames, pose a question for each level of Bloom's taxonomy. Post your answers to the forum, then comment on two of your colleagues' posts. Your response should extend the discussion (i.e., ask a question, provide a similar experience, make a suggestion.) Please see rubric
5	Anchor Activities	<p>Choose three anchor activities from this lesson.</p> <ol style="list-style-type: none"> Adapt these activities for your own classroom and post your ideas to the forum. <ol style="list-style-type: none"> <i>Remember – anchor activities should be respectful tasks that are worth a student's time.</i> Post your answers to the forum, then comment on two of your colleagues' posts. Your response should extend the discussion (i.e., ask a question, provide a similar experience, make a suggestion.) Please see rubric
6	Differentiating with Technology	<p>The blog post, 10 Ways to Differentiate Instruction With Technology, provides specific suggestions for using various forms of technology in the classroom.</p> <ol style="list-style-type: none"> Think of a lesson or unit you plan to teach in the upcoming months. What two suggestions outlined in this post could you integrate into your lesson or unit? How can technology be used as a tool of equity to help students from a traditionally marginalized group such as ELL or special needs students? Is this meeting the CSRE tenets? Why or why not?

		3. Please post your ideas to the forum, then comment on two of your peers' posts. Your response should extend the discussion (i.e., ask a question, provide a similar experience, make a suggestion.) Please see rubric
6	Creating a DI Plan	<p>Download this list of low-prep and high-prep differentiation strategies from teachingasleadership.org</p> <ol style="list-style-type: none"> 1. Per Carol-Ann's recommendations, choose three or four low-prep strategies that you will use weekly and one high-prep strategy that you will use for a grading period. 2. Post your choices to the forum and tell your classmates a bit about why you chose each one. 3. Next take a moment to comment on your two of your classmate's posts. Your response should extend the discussion (i.e., ask a question, provide a similar experience, make a suggestion.) Please see rubric

Discussion Board Rubric

1: Does Not Meet Expectations	2: Partially Meets Expectations	3: Meets Expectations	4: Exceeds Expectations
<p>Participant rarely shares thoughtful reflections or responds to colleagues in a respectful and engaging way.</p> <p>Participant provides a low level of detail in entries.</p> <p>Participant typically does not include informative examples or foster discussions.</p> <p>Participant's responses are unclear or poorly written.</p> <p>Participant does not respond to colleague.</p> <p>Participant includes no self-reflection or consideration of</p>	<p>Participant partially shares thoughtful reflections and responds to colleagues in a respectful and engaging way.</p> <p>Participant provides some level of detail in entries.</p> <p>Examples are somewhat helpful and informative and occasionally foster discussions.</p> <p>Participant's responses are somewhat clear and well written.</p> <p>Participant responds to a colleague providing basic information.</p>	<p>Participant satisfactorily shares thoughtful reflections and responds to colleagues in a respectful and engaging way.</p> <p>Participant provides an adequate level of detail in entries.</p> <p>Examples are satisfactorily helpful and informative and foster discussions.</p> <p>Participant's responses are clear and well written.</p> <p>Participant responds to a colleague in a meaningful way and provides useful and relevant information.</p>	<p>Participant frequently shares thoughtful reflections and responds to and collaborates with colleagues in a respectful and engaging way.</p> <p>Participant provides a high level of detail in entries.</p> <p>Examples are very helpful and informative and almost always foster discussions.</p> <p>Participant's responses are exceedingly clear and well written.</p> <p>Participant responds to colleagues in a meaningful way and provides useful and relevant information while demonstrating understanding of the topic being discussed.</p>

issues related to critical consciousness.	Participant includes little self-reflection or consideration of issues related to critical consciousness.	Participant engages in self-reflection and consideration of issues related to critical consciousness.	Participant engages in meaningful and extensive self-reflection and consideration of issues related to critical consciousness and advances the group discussion of these issues.
<p>Participants will not be provided a grade within the discussion boards without having provided a comment to a fellow colleague.</p> <p>Participants will be informed when a fellow colleague has commented on their board post and encouraged to continue the conversation.</p> <p>Facilitators will offer comments and guidance on every discussion board submission.</p> <p>Facilitators will inform participants where and in what way their response was insufficient.</p>			

Appendix B Assignments and Rubrics

Authentic Task 1: Addressing the Seven Learning Styles

Think of one unit that you will be teaching in the next couple of months. Reflect on the seven learning styles. Outline how you could modify lessons in this unit to reach each of the seven learning styles.

We are not suggesting you teach to all seven learning styles in every lesson; however, if you get into the habit of considering all the learning styles when planning your lessons, it may help you to reach more of your students AND plan more creative lessons!

- What is the title of the unit?
- What are the learning goals of the unit?
- What standards does this unit align to?
- Create one activity for each learning style. Make sure that each activity aligns with a unit goal/standard.

RUBRIC: Authentic Task #1 - Addressing the Seven Learning Styles

Criteria	4-Exceeds Expectations	3-Meets Expectations	2-Approaching Expectations	1-Does Not Meet Expectations
Design	Creates one highly engaging activity for each of the seven learning styles.	Creates one activity for each of the seven learning styles.	Creates one activity for five of the seven learning styles.	Creates one activity for four learning styles or less.
Communication	Activity descriptions are very detailed; another teacher could easily implement the activities. It is clear that the learner understands the seven learning styles.	Activity descriptions are detailed; another teacher could implement all activities with some improvisation. It is clear that the learner understands the seven learning styles.	Activities are lacking in detail; another teacher would be able to implement some activities with much improvisation. Learner demonstrates some understanding of the seven learning styles.	Activities are confusing and/or lacking in detail; another teacher would not be able to implement the activities. Learner demonstrates little or no understanding of the seven learning styles.
Standard Alignment	Activities clearly align with a stated standard and ...	Activities clearly align with a stated standard.	Alignment with a stated standard is vague or unclear.	No standard is stated.

Authentic Task #2 - Performance Based Tasks

Think of a learning objective you will be teaching in the next couple of months. Review the rubric, and then:

- A. Design 3 or 4 performance-based tasks that would provide evidence of understanding for this learning objective. Please state the learning objectives, the [NYS Next Generation Learning Standards](#) it aligns to for the grade you are teaching.
- B. Next, adjust these products so they will meet diverse student needs, using scaffolding or any of the other differentiation strategies discussed so far. Please state how these products are meeting the tenets of [Culturally Responsive-Sustaining Education Framework](#).

Make sure to include:

1. The learning objectives and the Standards to which it aligns.
2. 3 or 4 performance-based tasks that will show students have mastered the learning objective. Please number your tasks. For each task, describe:
 - A. how you will know that students have mastered the objective.
 - B. state what mastery will look like for each task.
 - C. how each task aligns and supports the learning objective.
3. How you will differentiate or scaffold each of these tasks to meet diverse student needs.

RUBRIC: Authentic Task #2 - Performance Based Tasks

Criteria	4-Exceeds Expectations	3-Meets Expectations	2-Approaching Expectations	1-Does Not Meet Expectations
Design	Creates four tasks scaffolded to varying levels of readiness.	Creates three tasks scaffolded to varying levels of readiness.	Creates two tasks scaffolded to varying levels of readiness.	Creates one task for all students.
Communication	Task descriptions are very detailed; students will easily be able to select a task with minimal explanation.	Task descriptions are detailed; students will be able to select a task without difficulty. Some discussion/ explanation may be necessary.	Task descriptions are lacking in detail; students will have difficulty understanding the tasks.	Task descriptions are confusing and lacking in detail; students would be unable to understand the tasks.
Goal Alignment	The tasks clearly align with the learning goal and support student achievement of the goal. CRSE tenets being met are	The tasks clearly align with the learning goal. CRSE tenets being met are stated in some detail.	Alignment with the learning goal is vague or unclear. CRSE tenets being met are stated vaguely.	There is no clear learning goal. CRSE tenets being met are not stated.

	stated in great detail.			
Support	The four tasks are appropriately scaffolded to the targeted group of students.	Two or three tasks are appropriately scaffolded to the targeted group of students.	One task is appropriately scaffolded to a targeted group of students.	Tasks are not appropriately scaffolded to a targeted group of students.

Classroom Practice Analysis

For this activity, you will choose one of the downloadable resources from the course to implement in your practice. If you are in the classroom currently, you will answer the first set of questions. If you are on break or not currently teaching, you will answer the second set of questions.

In the Classroom:

- What is the name of the resource?
- Why did you pick this resource to implement? Please be specific.
- Before implementing the resource, what were your expectations on how it would impact your practice?
- During implementation did you alter the resource in any way?
 - If so, how? And why?
 - If not, why?
- How did students/colleagues respond during/after the resource? Do you think it positively impacted your audience? Why or why not?
- How did the resource impact your practice? Please be specific.
- No resource is neutral, from a critical consciousness perspective. What is the viewpoint/background of the author/creator of this resource? How might that viewpoint/background affect the way you use this resource, or make it more or less effective at working with your students?
- How do you plan on improving the resource for the future?

Out of the classroom:

- What is the name of the resource?
- Why did you pick this resource? Please be specific.
- No resource is neutral, from a critical consciousness perspective. What is the viewpoint/background of the author/creator of this resource? How might that viewpoint/background affect the way you use this resource, or make it more or less effective at working with students from varying backgrounds?
- How do you plan on using this resource?
- What specific modifications will you make to the resource to ensure its effectiveness in the classroom/with peers?

- How do you think this resource will impact your classroom/peers?
- How will you measure the success of this resource (e.g., assessment, data collection, etc.)?

Classroom Practice Analysis Rubric

Criteria	4-Exceeds Expectations	3-Meets Expectations	2-Approaching Expectations	1-Does Not Meet Expectations
Resource Choice	Learner provides the name of a relevant downloadable resource with a clearly articulated rationale for why the resource was selected.	Learner provides the name of a downloadable resource with a rationale for why the resource was selected.	Learner provides the name of a resource with a vague rationale for why the resource was selected.	Learner does not define a downloadable resource and/or fails to provide a description of why the resource was selected.
Planning	Learner includes an explicit plan, outlining how the resource will be implemented with fidelity, including a thorough overview of the expected impact on peers and modifications to ensure effectiveness.	Learner includes a plan, outlining how the resource will be implemented with an overview of the expected impact on peers and modifications to ensure effectiveness.	Learner includes an underdeveloped plan, outlining vaguely how the resource will be implemented with an overview of some of the expected impacts on peers.	Learner does not provide a plan that outlines how the resource will be implemented or the expected impact on peers.

Analysis	<p>Learner provides a thoughtful reflection on how the resource did/will impact their classroom, peers, and/or practice, while indicating various expert ways to evaluate and modify the resource to ensure that it is effective.</p> <p>Learner deeply engages with the resource on issues related to author/creator perspective and critical consciousness.</p>	<p>Learner provides a reflection on how the resource did/will impact their classroom, peers, and/or practice, while indicating various ways to evaluate and modify the resource to ensure that it is effective.</p> <p>Learner engages with the resource on issues related to author/creator perspective and critical consciousness.</p>	<p>Learner provides a vague reflection on how the resource did/will impact their classroom, peers, and/or practice, while indicating one way to evaluate the resource to ensure that it is effective.</p> <p>Learner minimally engages with the resource on issues related to author/creator perspective and critical consciousness.</p>	<p>Learner provides no reflection on how the resource did/will impact their classroom, peers, and/or practice, while failing to outline how they will evaluate the resource to ensure that it is effective.</p> <p>Learner does not engage with the resource on issues related to author/creator perspective and critical consciousness.</p>
Writing	<p>Learner's writing is clear and concise with articulate language, thoughtful expression, and a careful attention to mechanics.</p>	<p>Learner's writing is clear with concise language, good expression, and a few mechanical errors.</p>	<p>Learner's writing is underdeveloped, contains few details, has little expression, and includes multiple mechanical errors.</p>	<p>Learner's writing is vague, lacks details, and contains multiple mechanical errors.</p>

Appendix C

Final Project and Rubric

Final Project

Develop a plan for meeting diverse student needs- identify a learning goal/objective for your grade level or subject area, based on the [NYS Next Generation Learning Standards](#). Outline a half-hour lesson plan that addresses that learning objective. Be sure to include formative assessments in your lesson plan. Outline how you will differentiate content, process and product for readiness, interest, learning style.

- What is the title of the unit?
- What grade and subject area do you teach?
- What are the learning goals for this lesson?
- What Standard do these goals align with?
- How does the plan support the tenets of [Culturally Responsive-Sustaining Education Framework](#).
- What activities and strategies will support these goals?

- How will you differentiate content, process and product for readiness, interest, learning style?
- How will you formatively assess your students?
- How will students demonstrate they've achieved the learning objective?

Use this format for your plan:

- The Objective(s)
 - As a result of this lesson, all students should know, understand, or be able to:
- The Lesson
 - Activities and strategies to be used; what the teacher does/says, what the students do:
- The Assessment
 - How I will check for understanding throughout the lesson:
 - How students will demonstrate that they have learned this:

RUBRIC: Final Project - Creating a Differentiated Lesson Plan

Criteria	4-Exceeds Expectations	3-Meets Expectations	2-Approaching Expectations	1-Does Not Meet Expectations
Design	The learner's knowledge of individual student strengths and interests is evident. This information clearly guided the instructional design process.	The learner demonstrates general knowledge of student strengths and interests. It is event that this information was considered during the instructional design process.	The learner demonstrates some knowledge of student strengths and interests. This knowledge does not significantly affect the instructional design process.	The learner demonstrates no knowledge of student strengths and interests and/or their knowledge does not impact the instructional design process.
Communication	The lesson is very detailed; another teacher could easily teach the lesson.	The lesson is detailed; another teacher could teach the lesson with some improvisation.	The lesson is lacking in detail; another teacher would be able to teach the lesson with much improvisation.	The lesson is confusing and/or lacking in detail; another teacher would not be able to implement the activities.
Standard Alignment	The lesson is highly focused on specific and important information and skills, directly related to standards and central to the learner's grade level	The lesson is focused on specific and important information and skills, derived from standards and central to the learner's grade level or subject area.	The alignment to a stated standard is vague or unclear; or the lesson is focused on a standard but targets too few, too many or less	The lesson does not align to standards. CRSE tenets being met are not stated.

	<p>or subject area.</p> <p>CRSE tenets being met are stated in highly specific detail.</p>	<p>CRSE tenets being met are stated in some detail.</p>	<p>important goals.</p> <p>CRSE tenets being met are stated in vague or unclear detail.</p>	
Learning goals/objectives	<p>Learning goals unquestionably align with the stated standard and clearly articulate what the learner will be able to DO at the end of the lesson (vs. what the students will know).</p>	<p>Learning goals align with the stated standard and state what the learner will be able to DO at the end of the lesson (vs. what the students will know).</p>	<p>Alignment of the learning goal with the stated standard was vague or unclear. Goal stated what the student would know (vs what the student would be able to do) at the end of the lesson.</p>	<p>The lesson does not contain learning goals and/or there is no alignment between the learning goal and the stated standard.</p>
Support	<p>Lesson outlines how each student will receive instructional support.</p>	<p>Lesson outlines how each group of students will receive instructional support.</p>	<p>Instructional support for each group of students is vague or unclear.</p>	<p>No instructional support is outlined.</p>
Assessment	<p>Formative assessment is used regularly and frequently (three or more times during a 30-minute lesson). Lesson outlines formative assessments that enhance learning and accurately gauge mastery.</p>	<p>Formative assessment is used on a couple of occasions (two times during a 30-minute lesson). Lesson outlines formative assessments that accurately gauge mastery.</p>	<p>Formative assessment is used minimally (once during a 30-minute lesson). Lesson outlines formative assessments that inaccurately gauge mastery.</p>	<p>Lesson contains no formative assessment.</p>

Appendix D

Downloadable Resources

Effective DI Strategies

This tool provides a list of strategies to differentiate instruction. Included are a variety of instructional, grouping, and assessment strategies that can create a more effective and differentiated classroom.

Student Interest Survey - Elementary

This tool is a survey which can be administered to students to collect data about the class and the individuals. Teachers can utilize the results to create whole class or individualized plans and create better connections with students.

Student Interest Survey - Secondary

This tool is a survey which can be administered to students to collect data about the class and the individuals. Teachers can utilize the results to create whole class or individualized plans and create better connections with