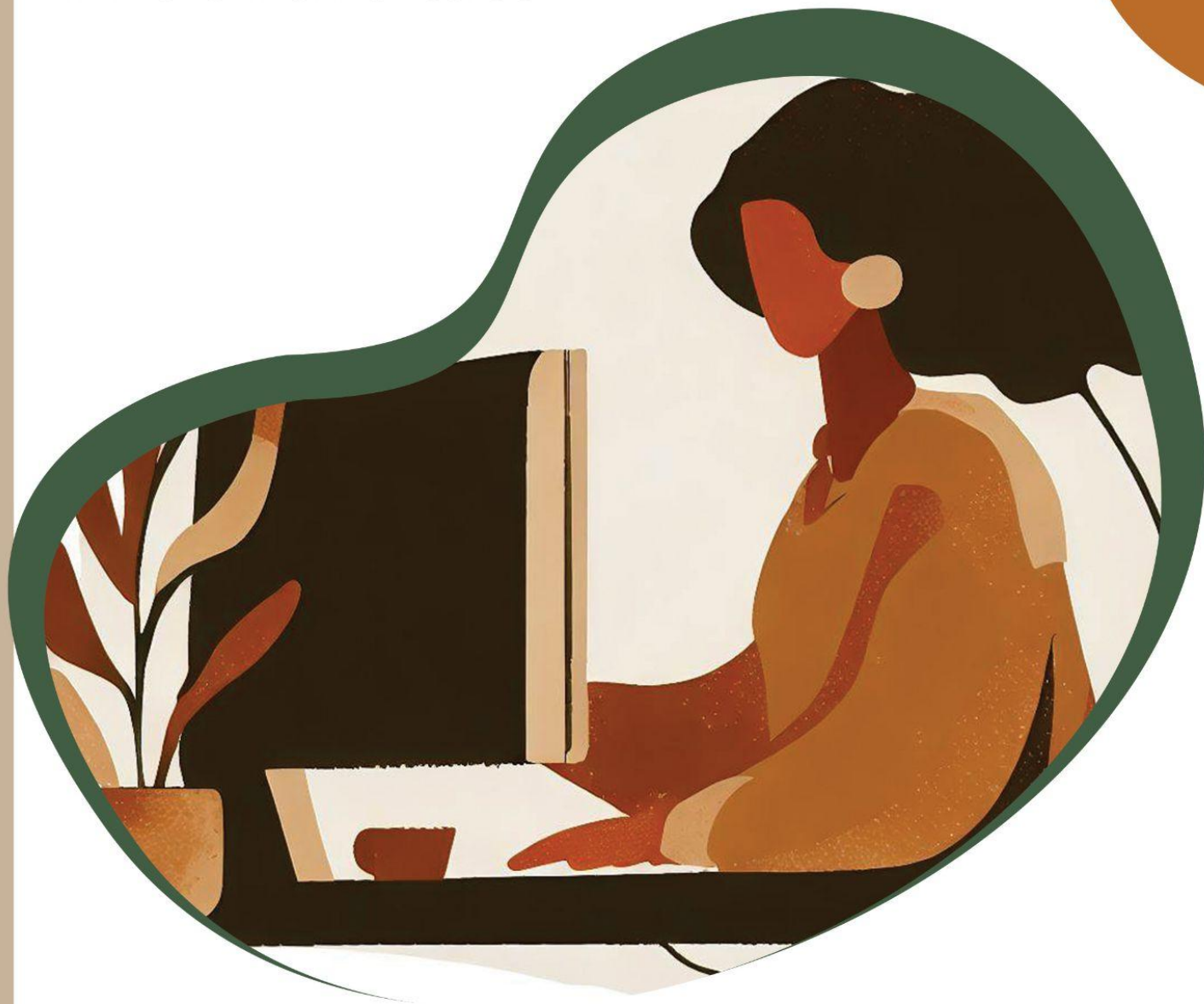




# Course Syllabus

DIFFERENTIATING INSTRUCTION IN  
THE 21ST CENTURY CLASSROOM



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## Differentiating Instruction in the 21st Century Classroom

**112.5 Hours of Coursework**

**3 Salary Points**

### **Course Description**

The 21st century classroom is becoming increasingly diverse. Our students represent diverse cultures 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 and represent various special populations. The research is clear that a one-size-fits-all approach to learning is not effective.

This course 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?” and 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 necessary to implement differentiation effectively in their classrooms. It provides tips and resources that educators can start utilizing immediately along with two authentic tasks and a final project that ask participants to think deeply about the subject matter and apply it to their students in meaningful ways.

### **Course Objectives: By the end of the course, participants will:**

At the end of this course, the learner will be able to:

- Effectively differentiate instruction to meet the needs of all students.
- Create a learning environment where students thrive.
- Create authentic performance assessments, both formative and summative, that have clear goals and accurately reflect student learning.

### **Alignment to the [Charlotte Danielson Framework for Teaching](#)**

Domain 2: Classroom Environment

- 2b Establishing a Culture for Learning

Domain 3 Instruction

- 3c Engaging Students in Learning

## Course Components

This course is comprised of interactive presentations, videos, readings, discussion boards, authentic tasks, a Classroom Practice Analysis, and a final project. All elements of the course must be completed in order to obtain a letter of completion and/or credits.

### Credit:

- For those taking this course for LAUSD Salary Points, this course has been approved by the JSPCC for that purpose. Upon successful completion, CE Credits Online will submit your paperwork to LAUSD for processing.
- For those taking this course for credit, upon completion, the necessary paperwork will be submitted to the university that was selected at the time of purchase. Please see [University Partners](#) on our homepage for more information.

## Course Outline

### Module 1: An Introduction to Differentiated Instruction

#### Objectives:

Participants will be able to:

- 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

#### Overview:

This first session 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.

### Module #2: Differentiating to Meet the Needs of All Students

#### 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

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**Overview:**

In session 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 culture 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.

**Module #3: Assessment in the Differentiated Classroom****Objectives:**

Participants will be able to:

- Apply strategies and techniques for assessing student needs
- Create performance assessments with clear goals
- Scaffold instruction for learners with different levels of readiness, interest and learning style

**Overview:**

In this session 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 insures 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.

**Module #4: Planning Differentiated Instruction****Objectives:**

Participants will be able to:

- 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

**Overview**

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 four classroom elements:

- Content
- Process
- Product
- Learning Environment

#### Module #5: Differentiation Strategies for Whole Group Instruction

Objectives:

Participants will be able to:

- utilize best practices when differentiating during whole class instruction
- utilize anchor activities in flexible groups

Overview

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.

#### Module #6: Wrapping Up the Conversation on Differentiated Instruction

Objectives:

Participants will be able to:

- 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

Overview

In this final session we will begin by discussing differentiation for special populations. 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 an overview of the final project.

**Final Project:**

Develop a plan for meeting diverse student needs. Identify a learning goal/objective for your grade level or subject area, based on your district or state standards. Outline a half-hour lesson plan that addresses that learning objective. Include formative assessments in the lesson plan. Outline how you will differentiate content, process and product for readiness, interest, learning style.

**Grading Policy**

Course Component	Percentage of Final Grade
Authentic Tasks (2)	30%
Classroom Practice Analysis	15%
Discussion Boards (12)	20%
Final Project	35%

You must have an 80% average in order to pass and obtain University credit for this course unless your district has specified otherwise.

**Course Access:**

Upon enrollment, you have 180 days to complete your online course in our [eClassroom](#). If you have any questions about course access, please email [support@cecreditsonline.org](mailto:support@cecreditsonline.org), or call 425-788-7275 extension 104.

**Compliance with and Commitment to the American Disabilities Act:**

In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to complete this course, are encouraged to reach out to [support@cecreditsonline.org](mailto:support@cecreditsonline.org) at the beginning of the course. We will make reasonable academic and accessibility accommodations to the course.

**Academic Integrity Policy:**

Honesty is an essential aspect of academic integrity. Individual students are responsible for doing their own work and submitting original assignments as per the course directions.

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Individual students are responsible for doing their own work. Plagiarism and cheating of any kind will not be tolerated. This includes using information from the Internet without citing the website. Avoid plagiarism by appropriately acknowledging the source of the author's words and ideas.