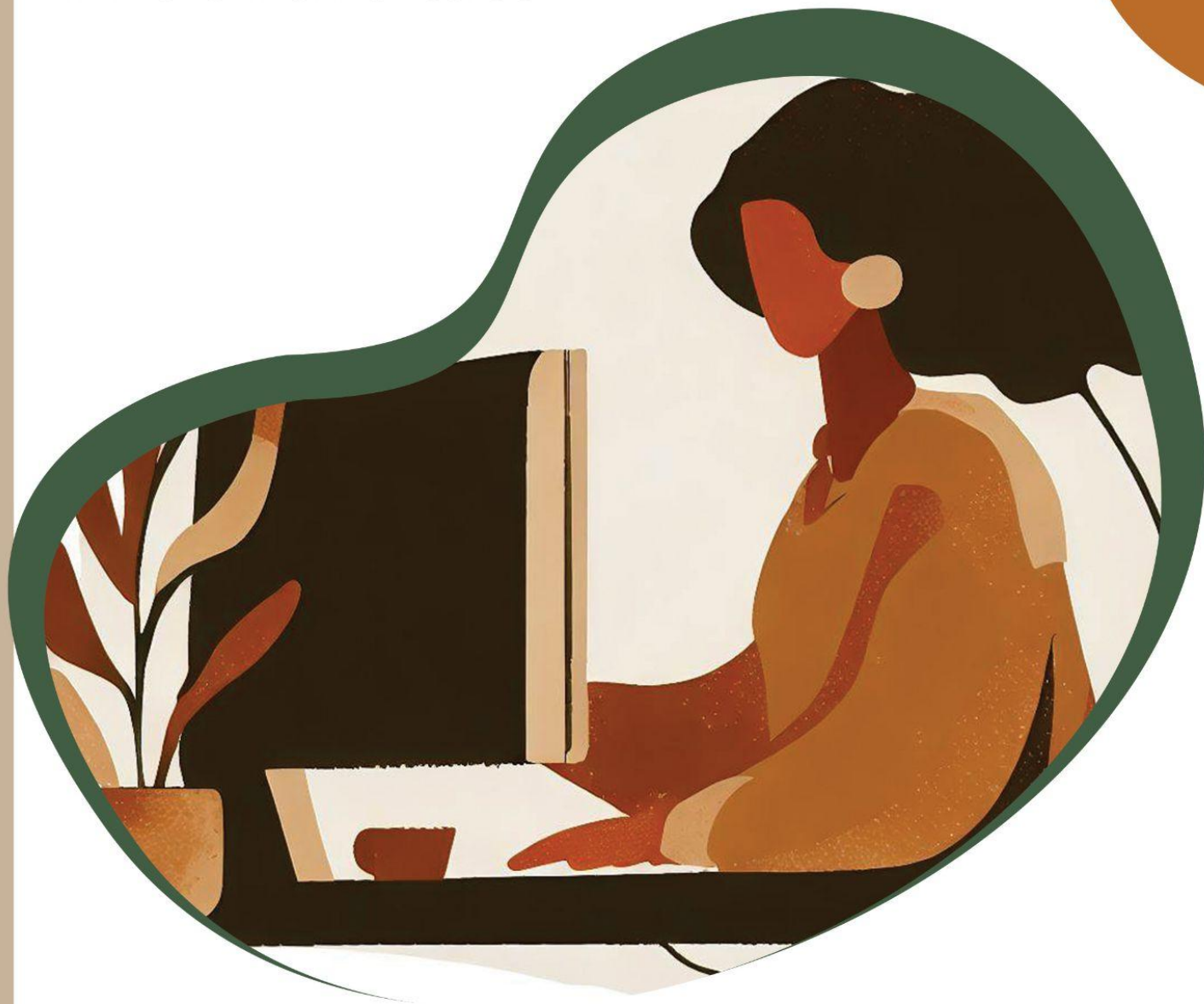




Course Syllabus

DIFFERENTIATING INSTRUCTION IN
THE 21ST CENTURY CLASSROOM



Differentiating Instruction in the 21st Century Classroom

45 Hours or 3 Graduate Credits

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, or call 425-788-7275 extension 104.

Course Description

The 21st century classroom is becoming increasingly diverse. Our students represent diverse cultures and socioeconomic classes. 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 to implement differentiation effectively in their classrooms. It provides resources that educators can start utilizing immediately 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, 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 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.
- For those taking this course for a Certificate of Completion, one will be emailed upon successful completion that may kept for your records.

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

Outline:

- Course Introduction
- Discussion Board: Getting to Know Each Other
- Overview of Differentiated Instruction
- DI in Action
- Discussion Board: Do You Already Differentiate Instruction?
- The Theory Behind Effective Strategies
- Downloadable Resources: Effective DI Strategies That Support Differentiation
- Research Supporting DI
- 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

Outline:

- Differentiating by Readiness, Interest, and Learning Style
- Downloadable Resource: Student Interest Survey - Elementary
- Downloadable Resource: Student Interest Survey - Secondary
- Discussion Board: Does Your Learning Style Impact Your Teaching Style
- How Culture Affects Learning

- Differentiating for Your Students
- Authentic Task #1: Addressing the Seven Learning Styles

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

Outline:

- Differentiated Assessment
- Discussion Board: Formative Assessment in Action
- Performance Assessments and Differentiated Products
- Scaffolding Performance Assessment
- Discussion Board: Assessment Choice

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

Outline:

- Backwards Design
- Differentiating Content, Process, and Product
- Discussion Board: Flexible Seating
- Planning Tiered Instruction
- Discussion Board: Tiered Instruction
- Authentic Task #2: Performance Based Tasks

Module #5: Differentiation Strategies for the Whole Group

Objectives:

Participants will be able to:

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

Outline:

- Differentiating with Your Whole Class
- Discussion Board: Question Frames
- Eliciting Active Student Participation
- Using Anchor Activities with Flexible Groups
- Discussion Board: Anchor Activities

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

Outline:

- Differentiation and Special Populations
- Using Technology to Differentiate Instruction
- Discussion Board: Differentiating With Technology
- DI in Project-Based Learning
- Tips in Creating a DI Plan for Yourself
- Discussion Board: Creating a DI Plan

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:**100%-90% = A****89%-80% = B****79% and below is Not Passing**

Course Component	Percentage of Final Grade
Authentic Tasks (2)	40%
Discussion Boards (12)	25%

Final Project	35%
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You must have an 80% average in order to pass and obtain University credit for this course unless your district has specified otherwise.

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 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. 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.