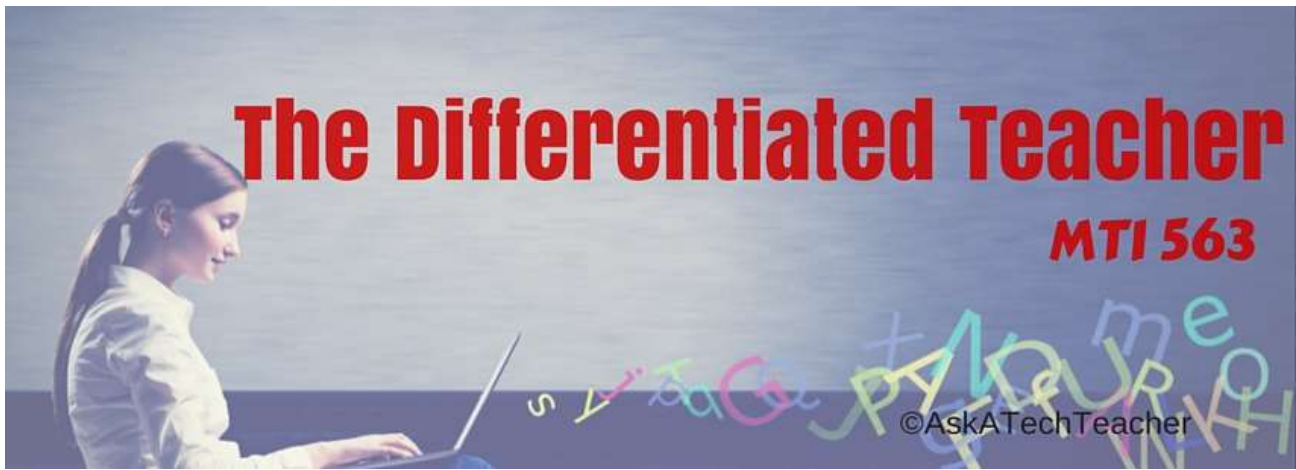# The Differentiated Teacher

MTI 563

The Differentiated Teacher

How Technology Makes Differentiation Fast and Easy

Description

Differentiation in the classroom means meeting students where they are most capable of learning. It is not an extra layer of work, rather a habit of mind for both teacher and student. Learn granular approaches to infusing differentiation into all of your lesson plans, whether you're a Common Core school or not, with this hands-on, interactive class. Ideas include visual, audio, video, mindmaps, infographics, graphic organizers, charts and tables, screenshots, screencasts, images, games and simulations, webtools, and hybrid assessments.

Assessment is based on involvement, interaction with classmates, and completion of projects, so be prepared to be fully-involved and an eager risk-taker.

Course Objectives

At the completion of this course, the teacher will be able to:

1. Use technology to differentiate for student learning styles
2. Understand how differentiating content and presentation engages a great proportion of learners
3. Insure that the outcome of student learning demonstrates understanding
4. Vary assignments to address all learners' needs
5. Create an inclusive learning environment in the classroom

How Class Works

Each week, review materials on themed activities including webinars, short articles, sample lessons plans, and webtools. Complete a weekly project using what you learned and add it to your digital portfolio via screenshots, screencasts and/or embeds. Reflect on them, share, and provide feedback to classmates through blogs, forums, wikis, and Twitter #hashtags. Track your progress via a Google Spreadsheet (link provided).

Weekends, meet with classmates and the instructor on Google Hangouts (GHO) or a TweetUp to chat about the activities, answer questions, and discuss overarching topics like "How do you turn students into good digital citizens".
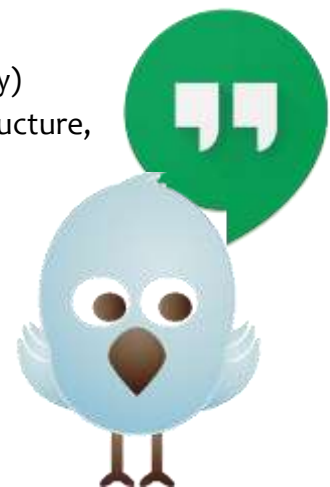
What You Need to Participate

- Internet connection
- Accounts for blog, Google, Twitter, various web-based tools, class wiki
- Commitment of 5-10 hours per week for 5 weeks
- Risk-takers attitude, inquiry-driven mentality, passion to optimize learning

NOT Included:
- Software and webtool membership (if there are any)
- Assistance setting up hardware, network, infrastructure, servers, internet, headphones, microphones, phone connections.

General notes:
- Expect to be a risk taker. The instructor won't rush in to solve your problems. You are expected to experiment and try options, just as we ask students to do.

- Use a wide variety of web tools during this course. Your projects aren't expected to be perfect—just attempted. You will be finding what suits your teaching style and your class.
- Welcome mistakes—don't apologize for them. Fearlessly confront an error, think it through, and revel in the resolution.
- Use domain-specific vocabulary when possible.
- Don't expect to finish everything. Do expect to start everything and be able to explain where you ran into difficulties. Your grade is based on effort, not perfection. Let the instructor know where you need help.
- If we as teachers can use tech for an activity, we do—timing a presentation, showing a video, taking a class picture, jotting down notes, keeping a schedule, making appointments, checking the weather. Anything. Feel free to do that during this class. For example, you might want to use IFTTT to schedule your participation.
- If you have an alternative approach that works better for your unique situation, let the instructor know. Chances are, she'll be fine with it.

Instructors

Webinars, GHOs, TweetUps, Q&A are by the Ask a Tech Teacher crew. Master Teacher will be Jacqui Murray.

[Jacqui Murray](#) has been teaching K-8 technology for 15 years. She is the editor of a K-8 technology curriculum, K-8 keyboard curriculum, K-8 Digital Citizenship curriculum, and creator of dozens of tech training books and webinars that integrate tech into ed. She is webmaster for six blogs, CSG Master Teacher, adjunct professor on tech ed, an Amazon Vine Voice reviewer, Editorial Review Board member for Journal for Computing Teachers, CSTA presentation reviewer, CAEP reviewer, and weekly columnist for Examiner.com and TeachHUB.

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Activities

1. Differentiating with Audio/Video
2. Class Warm-up and Exit Tickets
3. Differentiation
4. Gamify Your Classroom
5. Visual Learning

Packing Slip—includes download links and access links

1. Articles
2. Lesson Plans
3. Online Tools
4. Videos

Schedule

Detail on Activities

Assessment Rubrics

PACKING SLIP
Materials with Download Links

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Schedule

All assignments must be completed week assigned. In emergencies, please contact instructor.

Week One—Differentiating with Audio/Video

- If you don't have a Google Account, create one. Understand how to access Gmail, Google Plus, and Google Drive. Send a Gmail to teacher. Post a Hello on Google Plus.
- If you don't have a Twitter account, create one and use it to greet classmates with assigned #hashtag. Follow all classmates and teacher on Twitter.
- Join class wiki and set up personal digital portfolio using assigned template; know where to find class weekly activities. Explore wiki.
- Review Differentiating with Audio and Video Activity. Review one lesson plan; watch two videos; test two-four webtools.
- Attend a Google Hangout and be prepared to discuss questions using evidence from your review of materials. These will be listed on the This Week wiki Stream. Arrive with one question you'd like to discuss. If you can't attend the GHO, contact instructor prior to the weekend.
- *Project #1: Collaborate with a classmate to compare-contrast four webtools that the two of you used (two each). Develop a list of characteristics to evaluate the pros and cons of the tools and how you see their usefulness in differentiating for student learning and communicating styles. Share projects created in the four webtools on your digital portfolio wiki page. Visit classmate uploads and add comments.*

Week Two—Differentiating with Visual

- Review Visual Learning Activity materials. Read on article; review two lesson plans; watch one-two videos. Try two-four of the Webtools.
- Attend a TweetUp and be prepared to discuss questions using evidence from your review of materials. These will be listed on the This Week wiki Stream. Arrive with one question you'd like to discuss. If you can't attend the GHO, contact instructor prior to the weekend.
- *Project #2: Complete two different visual organizers using an infographic, a graphic organizer, an online poster, an annotated screenshot, or a mindmap. Upload to your digital portfolio page and explain how these would serve different learners than the four tools you explored during Week One.*

Week Three—Differentiating with Games and Simulations

- Review Gamify Your Classroom Activity materials. Read one pedagogic article and one website review article. Review one lesson plan. Watch one video. Test two-four of the suggested games and simulations.
- Attend a Google Hangout and be prepared to discuss questions using evidence from your review of materials. These will be listed on the This Week wiki Stream. Arrive with one question you'd like to discuss. If you can't attend the GHO, contact instructor prior to the weekend.
- ***Project #3: Play two games discussed in the materials by yourself or with a classmate. Compare/contrast how effective these would be in your classroom and how they differentiate for particular learners. Share your discussion with classmates via your blog. If you don't have a blog, use a Google Doc that is shared with classmates.***

Week Four—Differentiating with Class Warm-ups and Exit Tickets
- Review Class Warm-ups and Exit Tickets Activity materials. Read both articles. Review one lesson plan. Watch two videos. Try two of the suggested webtools.
- Attend a TweetUp and be prepared to discuss questions using evidence from your review of materials. These will be listed on the This Week wiki stream. Arrive with one question you'd like to discuss. If you can't attend the GHO, contact instructor prior to the weekend.
- ***Project #4: Collaborate with a classmate to create a list of ten class warm-up and exit ticket activities using the tools discussed in the materials you reviewed. Share these with classmates via Twitter using the topic #hashtag.***

Week Five—Differentiation
- Review Differentiation Activity materials. Review one lesson plan. Watch two videos. Try two-four webtools listed through the links.
- Attend a Google Hangout and be prepared to discuss questions using evidence from your review of materials. These will be listed on the This Week wiki Stream. Arrive with one question you'd like to discuss. If you can't attend the GHO, contact instructor prior to the weekend.
- ***Project #5: What are your conclusions on the usefulness of the differentiation tools provided the last five weeks? What are practical strategies for differentiating in the classroom you would suggest? Is there a teaching tool that could combine all of these? Provide evidence to support your opinions. Use a tool you have not yet used to share your ideas (Voki, Tellagami, visual, movie, slideshow, digital poster, or another). Upload to your digital portfolio wiki page. Comments on the uploads of several classmates.***

Assessment Rubrics

Discussion:

Category	Superior (81pts)	Sufficient (72 pts)	Minimal (63 pts)
Practical evidence ____/90	Participation shows strong evidence of ideas and insights from this course and how differentiation can be applied to the classroom. Consistently cites evidence for discussion contributions.	Participation shows evidence of ideas and insights from this course and how differentiation is applied to the classroom. Occasionally cites evidence for discussion contributions.	Participation shows some evidence of ideas and insights from this course and how differentiation can be applied to the classroom. Rarely cites evidence when contributing to a discussion.
Involvement with classmates ____/90	Usually works collaboratively and respectfully with classmates on required projects. Comments are thorough, helpful supportive, on-task. Grammar/ spelling is always correct. Participation and comments will contribute to a healthy, authentic PLN.	Usually works well with classmates on projects. Comments are supportive and on-task. Few grammar/spelling problems. Participation and conversations may assist in developing the teacher's PLN.	Collaboration is minimal. Comments where required are not always well-thought out, seem rushed, and have grammar and spelling problems. There is no understanding of how to develop a long-lasting PLN.

Digital portfolio:

Category	Superior (81 pts)	Sufficient (72 pts)	Minimal (63 pts)
Practical evidence ____/90	All projects are collated in digital portfolio with proper annotation. Portfolio is easy to understand with clear evidence of ability to use this format to show differentiation in classroom.	Most projects are collated and annotated so portfolio is understandable. Evidence of ability to use this format to show differentiation in classroom is not clear.	Some projects are collated and annotated, but others skipped. Portfolio is confusing and lacks evidence of ability to apply format in the pursuit of differentiation in the classroom.

Accuracy ____/90	All projects are well-presented in a clear manner. Grammar and spelling is always accurate.	Most projects are well-presented in a clear manner. Grammar and spelling is usually accurate.	Projects are neither well-presented nor clear. Grammar and spelling has many mistakes.

Projects:

Category	Superior (135 pts)	Sufficient (120 pts)	Minimal (105 pts)
Understanding of web tool ____/150	Shows strong understanding of activity, concept, or tool. Project displays understanding of differentiation optics.	Shows adequate understanding of activity, concept, or tool and an understanding of differentiation optics.	Shows little understanding of activity, concept, or tool and may not understand its part in differentiation.
Practical evidence ____/150	Shows strong evidence of ideas and insights gained from this course regarding differentiation and how they are applied to classroom.	Shows some evidence of ideas and insights from this course regarding differentiation and how they are applied to classroom.	Shows little evidence of ideas and insights from this course regarding differentiation or how they are applied to the classroom.
Completion ____/150	Completed in a thoughtful and meaningful manner. Includes no mistakes in grammar or spelling.	Completed, but with minimal quality. Includes few grammar and spelling mistakes.	Not all projects are completed and of those that are, some are minimal quality. Includes numerous grammar and spelling mistakes.

Google Hangout/TweetUp Participation:

Category	Superior (45 pts)	Sufficient (40 pts)	Minimal (35 pts)
Preparation ____/50	Came to GHOs and TUs prepared to discuss suggested topics, having read materials and thought about questions, with an understanding of the central idea (differentiation).	Came to GHOs and TUs usually prepared to discuss suggested topics, having read most materials and thought through most questions. Displays a growing understanding of central idea (differentiation).	Came to GHOs and TUs unprepared to discuss suggested topics, without reading materials or thinking about questions. Shows no evidence of understanding central idea (differentiation).
Practical evidence ____/50	Shows strong evidence of ideas and insights regarding differentiation gained from this course	Shows evidence of ideas and insights regarding differentiation from this course and how they are	Shows little evidence of ideas and insights regarding differentiation from this course and how

	and how they are applied to the classroom.	applied to the classroom.	they are applied to the classroom.
Participation ____/50	Listens respectfully to classmates, builds on their comments, and keeps conversation on-topic.	Usually listens to classmates respectfully, builds on their comments, but does not always circle back to topic.	Often does not seem to listen to classmate comments; sometimes contributions are off-topic.
Reflection ____/50	Demonstrates in-depth reflection on, and personalization of, the theories, concepts, and strategies regarding differentiation presented in this course.	Demonstrates some reflection on, and personalization of, theories, concepts, and /or strategies regarding differentiation presented in this course.	Demonstrates no reflection on, and personalization of, theories, concepts, and /or strategies regarding differentiation presented in this course.

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Activities

Each Activity includes:

- **Article—**pedagogic article links available on this topic

- **Lesson Plans**—lesson plans available for download on topic

- **Video**—videos available on this topic (will be embedded in wiki stream)

- **Webtools**—suggested online tools that deliver the favored results

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