

Differentiating Mathematics, K–5: In Practice



About Corwin Advance

Corwin Advance courses are created from popular Corwin books in direct consultation with our author experts. Each course features learning and skills you can transfer to your classroom immediately, using video from classrooms showing strategies in action, along with interviews with authors, teachers, and students. All Corwin Advance courses are designed to support teacher license renewal and professional growth with the goal of improving outcomes for all students.

Accessing the Course

To access your course, you will need an Internet-connected device such as a computer, tablet, or mobile phone. Courses run within the following web browsers:

- Chrome
- Firefox (Extended Releases are not supported)
- Internet Explorer 11 (Windows only)
- Edge (Windows only)
- Safari 10 and 11 (Macintosh only)

For the best experience, please ensure that your browser is up to date.

Login

1. Go to <https://corwin.instructure.com>
2. Login with the email address and password you used to purchase the course.
3. If you don't remember the password you created, simply click *Forgot Password?* to reset it.

Materials

All required readings and videos are included in the course as digital files, including content from:

Smith, N. N. (2017). *Every math learner: A doable approach to teaching with learning differences in mind, grades K–5*. Thousand Oaks, CA: Corwin.

Course Description

The purpose of this micro-course is to help you, the educator, develop practical skills for effectively implementing differentiation in the mathematics classroom. You'll leave with practical approaches to teaching for learning differences and insights into achieving doable daily differentiation for ALL students in K-5 classrooms.

Course Objectives

By the end of this course, you will be able to


- Create healthy learning environments
- Develop strategies for yearlong achievement
- Develop effective assessments

Course Outline

This course is self-paced. However, if you are taking this course for graduate credit, please be aware of the due date of the final assignment, as this must be met in order to receive credit.

Key Dates

Many students find the courses most rewarding if they work through at a steady pace, setting aside dedicated time to take the course. Completing one module per week is a common goal.

<p>Module 1</p> 	<p>Creating a Healthy Learning Environment</p> <p>After completing this module, you will be able to</p> <ul style="list-style-type: none"> • describe what a fair, respectful, and healthy math learning environment for everyone looks like; and • discuss the significant impact of teaching students about mindsets and how it impacts student academic performance. 	<p>3.5 hrs Typical time to complete</p>
<p>Read</p>	<p>Setting the Right Tone</p>	
<p>Watch A</p>	<p>Establishing and Maintaining a Healthy Classroom</p>	
<p>Watch B</p>	<p>Encouraging a Growth Mindset in Primary Classrooms</p>	
<p>Watch C</p>	<p>Introducing a Growth Mindset in the Intermediate Classroom</p>	
<p>Create and Reflect</p>	<p>Working With Mindsets</p>	
<p>Dialogue</p>	<p>Moving Toward a Growth Mindset</p>	
<p>Quiz</p>	<p>Creating a Healthy Learning Environment</p>	<p>Graded</p>
<p>Reflect</p>	<p>Creating a Healthy Learning Environment</p>	
<p>Module 2</p> 	<p>Making Differentiation Natural</p> <p>After completing this module, you will be able to</p> <ul style="list-style-type: none"> • determine how to organize groups by task and how to make differentiation natural, and • develop a system for monitoring time on task and building in time for flexibility. 	<p>3.5 hrs Typical time to complete</p>
<p>Focus</p>	<p>Setting Goals for a Safe Learning Environment</p>	
<p>Read</p>	<p>Mastering and Modeling Routines</p>	
<p>Watch</p>	<p>Using Anchor Activities for Classroom Management</p>	
<p>Create</p>	<p>Day-to-Day Routines</p>	
<p>Dialogue</p>	<p>Late Work: To Accept or Not Accept?</p>	
<p>Quiz</p>	<p>Making Differentiation Natural</p>	<p>Graded</p>
<p>Reflect</p>	<p>Making Differentiation Natural</p>	
<p>Project</p>	<p>Creating a Healthy Learning Environment</p>	<p>Submit for grading</p>

Module 3



Designing Effective Assessments

After completing this module, you will be able to

- describe the principles for developing effective assessments; and
- discuss the different purposes of differentiated assessments, including checks for understanding, preassessments, formative assessments, student self-assessments, and summative assessments.

3.5 hrs

Typical time to complete

Read A	Assessing and Evaluating	
Watch A	Formative Assessment With Feedback	
Read B	A Week in the Differentiated Math Classroom	
Watch B	Advice for Getting Started	
Analyze, Create, and Reflect	Assessment Feedback	
Dialogue	Data-Driven Instruction	
Quiz	Designing Effective Assessments	Graded
Reflect	Designing Effective Assessments	
Course Capstone		
Final Project	Differentiating in the Mathematics Classroom, K–5	Submit for grading
Final Reflect	Differentiating in the Mathematics Classroom, K–5	
Update Your Portfolio	Differentiating in the Mathematics Classroom, K–5	

InTASC Standards Alignment

Our courses have been aligned to the InTASC Model Core Teaching Standards that outline what all teachers across all content and grade levels should know and be able to do to be effective in today's learning contexts. You can also view alignment to other popular frameworks [here](#).

Standard	Covered in Modules
Standard 1: Learner Development	1, 3
Standard 2: Learning Differences	1, 3
Standard 3: Learning Environments	1, 2, 3
Standard 5: Application of Content	2
Standard 6: Assessment	3
Standard 7: Planning for Instruction	3
Standard 8: Instructional Strategies	3

Course Policies

Grading Policy and Rubric

Letter Grade	% Grade
A	94–100
A-	90–93
B+	87–89
B	84–86
B-	80–83
C+	77–79
C	74–76
C-	70–73
D*	65–69
F*	0–64

Component	Percentage of Final Grade
Final Project	45%
Module Projects	35%
Module Quizzes	20%

**Students earning a D grade or below will not be eligible to receive a Certificate of Completion or graduate credit.*

Assignment Resubmission Policy

Students receiving a non-passing grade in the course have one opportunity to re-submit a project assignment to improve their grade. To resubmit an assignment please work directly with your course facilitator; you have seven days from completion of the course to resubmit the assignment.

Facilitation Model

Throughout your course experience, you will have a dedicated facilitator to answer questions and provide feedback on your submitted projects. Your facilitator will respond to any questions within one business day. All submitted assignments will receive written feedback and grades within 5 business days of their submission date.

Standards of Academic Integrity

Corwin Advance maintains high standards of academic integrity related to student academic performance in our courses. When enrolling in a Corwin Advance course you do so with the understanding and agreement to produce your own work, to submit assignments that you completed yourself, and to take quizzes and exams without the assistance of others. Course facilitators will enforce our Standards of Academic Integrity Policy and will report to Corwin all suspected violations. Read the full Standards of Academic Integrity Policy at the Corwin Advance Academic Integrity web page.

University Graduate Credit & Transcript

If you select a course that is eligible for graduate credit, that credit will be awarded upon successful completion of the course by the university you select upon purchase. Upon successful completion Corwin will communicate your final grade to the university and you will be directed to the university to register and access your transcript. This could take 2–3 weeks depending on the university, though you will receive a Corwin Certificate of Completion upon completion of the course. For more details on Corwin Advance university partners visit our web page, or if you have questions, contact advancesupport@corwin.com.