

Project based learning presents a multitude of opportunities for teachers to differentiate for diverse learners. This guide presents some suggested ideas for how each individual project can be differentiated, but it is a best practice to work with your student and relevant school personnel to come up with specific differentiations that meet that learner's needs.

Some general accommodations that would apply to all the projects are:

- Extended time for completion
- Assigning the project to a pair or small group of students to provide mutual support
- Modifying the length of any presentation or reflection paper
- Leniency in the grammar and mechanics sections of the rubric for our ELL populations
- Modification of final product format to accommodate for different learning styles/needs

03-03 Career Cluster Poster Project

Since it is recommended that all students complete the Career Cluster Poster Project as part of the introductory unit and as an introduction to project-based learning this is a good project to introduce your accommodation strategies for the course.

Limited careers	Reduce the the number of careers to be researched from 5 down to 3
Limit presentation time	Reduce required number of slides (especially if reducing the number of required careers researched) and the actual presentation duration.
Reflection	Limit length of reflection or provide student with a scaffolded set of specific reflection questions to answer instead of having to write in a specific paragraph form.

03-04 Virtual Job Interview Project

Assign a research buddy As this project requires students to complete quality research from which to create meaningful job interview questions, it may be a good idea to assign a research buddy to assist in ensuring that all of the basic research points are hit.

Frequent check-ins	Scaffold this assignment by creating a a separate due date for each individual component in order to better monitor progress. For instance a student may have an initial due date to turn in which career they are creating a virtual interview for; a date for index cards with their basic research questions answered; question set, etc.
Interview	Arrange a virtual interview using the Nepris platform OR utilize a known adult in your school that the student is comfortable with to act as the interviewee.
Presentation	Modify presentation as needed.

03-05 Applying for a Job Project

Steering	For students with more severe disabilities work with the student and any support personnel to help choose an entry-level job specifically from a local employer that might employ the student post-graduation. This would serve as a meaningful introduction to applying for a job for the student.
Research	Assign a research buddy or limit the specific research questions the student is expected to respond to.
Application	As necessary assign a buddy or helper for actual application process
Ladders	Limit required career ladders to 1 or 2 instead of 3

03-06 Small Group Career Ladder Project

Group selection	Ensure student is part of a group that can provide appropriate supports if necessary but will also hold student accountable for contributing
Individual reflection	Provide a scaffolded set of reflection questions for student to answer in complete sentences instead of requiring a set of paragraphs

03-08 LinkedIn Project

Pair	Pair student with a helper to ensure that student is able to navigate through all components of creating complete profile.
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03-09 Nepris Moderator Project

Research	Assign a research buddy to ensure students are able to complete necessary industry research to successfully moderate the live Nepris session
Review	Ensure student questions for professional are reviewed and edited before the scheduled session date
Rehearse	Have student rehearse their moderator introduction and other parts that can be pre-written.

Virtual Workplace Experience II

03-02 Project Differentiation Resource Guide



03-10 In-field Experience Presentation Overview

For students working with LRS (Louisiana Rehabilitative Services) or other similar organizations for job training and placement, this is an excellent project for students to capitalize on their own on-going in-field experience.

Research	Use a specific worksheet with the suggested research questions on it with space for the student to fill-in to assist in focus and completion.
Presentation	Limit specific information required for presentation and/or presentation time requirement.
Job Shadow	If the student is already employed or in job-training you can modify this assignment to essentially be a report of their current working experience
Reflection	Limit length of reflection or provide student with a scaffolded set of specific reflection questions to answer instead of having to write in a specific paragraph form.

03-11 Employer Profile Project

Subject	For students with more severe disabilities you may consider assigning them the school or school district as the employer to profile as it will make for much easier access to personnel with the necessary information to successfully complete. If so, modify the company profile information requirements to reflect the subject being a school instead of one of the sector industries.
Frequent check-ins	Given the multi-part nature of this project, frequent check-ins are a good best practice. Create specific due dates for each of the individual components.
Profile	Limit the specific employer information necessary for the completed employer profile.
Presentation	Modify presentation as needed.

03-13 Career Spotlight Project

Components	Limit project components from 3 to 2 or 1 depending on student. Steer student towards picking project components that you both agree are feasible.
Research	Assign a research buddy or limit the specific research questions the student is expected to respond to.
Interview	The interview of an industry professional is a key component. Teacher should assist by arranging interview subject through Nepris platform or using existing contacts established through the VWE II course.
Presentation	Modify presentation as needed.
Reflection	Limit length of reflection or provide student with a scaffolded set of specific reflection questions to answer instead of having to write in a specific paragraph form.

03-14 This Career Rocks! Commercial Project Overview

Group selection	Given the complexity of this project, it is highly recommended you work with accommodated students to assign this as part of a group.
Limit scope	Instead of a finished commercial, student may produce a story-board and script, etc
Frequent check-ins	Scaffold this assignment by creating a separate due date for each individual component in order to better monitor progress. For instance a student may have an initial due date to turn in which career they are spotlighting; a date for research questions answered; outline, script, etc.

03-15 Industry Expert Interview Project

Scope	Limit the work products necessary for the project. Students may produce a profile of pre-written questions and the interview subject's responses instead of the essay/article, for instance. The key component of the project is the interview itself, so focus should be on the basic research and interview questions.
Pair	Assign a buddy to assist in the research and/or the interview question writing. Have the buddy sit as the interview subject so that the student may test out their questions ahead of time.
Models	Provide a sample letter of introduction that student can use as a model.

03-16 DIY TED Talk

Choice	Work closely with student to pick a topic that they are passionate about and can talk for some length of time.
Time	Modify length of presentation from 5-7 minutes down to an appropriate time for the student's ability.
Cards	Depending on the student and their needed accommodations, allow the student to use index cards or other written copy of their presentation to aid them during the actual presentation to the class.
Rubric	Modify rubric as necessary to ensure compliance with all student accommodations. As with all accommodations, ensure you work with the student as a partner in crafting them and holding the student responsible for the final agreed upon requirements.