**Sequencing Rationale**

**Differentiation: A Hands-on Workshop (D.Munis)**

The curriculum design of the Differentiation: A Hands on Workshop covers a variety of topics that are utilization related in the fact that the concepts are taught in the anticipated frequency of use. And within that structure incorporates the learning related skill of difficulty. Since most teachers are already familiar with the topics the idea of difficulty and sophistication relate to the effort expended by the teacher to incorporate the ideas into their classroom. So the ideas that are presented first are placed there because the amount of effort expended by the teacher is minimal which leads to a higher frequency of use within the classroom. It is felt that there are several underlying sequencing concepts that are also considered as this unit was developed: difficulty, sophistication and internalization. But the most prevalent sequencing rationale was that of frequency of usage.

The first unit is that of general introduction and review of differentiation. This requires an in-depth look at lesson plans and what content, process and product components they have incorporated into their lesson plans. This appears first in the sequence because nearly all schools require teachers to document what has been taught and to what standard. Because this is done on a weekly basis it is the place where teachers will be reminded of what content items, what process items and what product items they have included. But this is the one idea that will be examined every week.

The second unit is that of grouping. Most teachers do this on a weekly if not daily basis. Because of the frequency of use this also earns a place at the front of the map. But because the teacher needs to look at what they are intending to teach prior to what methods it earns second place even though it may be used more frequently. This unit will help teachers refine old techniques or incorporate new techniques into their lesson plans.

The third unit, questioning, is a task that also has a high level of use. The purpose of the unit is to help teachers refine how they question students and how that questioning can easily be differentiated. Because e of the ease for teachers to refine their questioning skills this will be a method that teachers will quickly and easily fit into their daily lessons.

The fourth unit is a variety of process models: contracts, independent study, learning centers, and cubing. While many teachers have knowledge of these ideas they are not as comfortable with incorporating them into their classroom. It is anticipated that even after completing the unit the amount of effort required to effectively incorporate these into the lessons and the amount of prep time required, they will not be used as frequently as the first three.

The final unit, tiering, is the most difficult and therefore the least used by classroom teacher and even with the instruction will probably continue to be the least used. Many teachers feel overwhelmed with this method during the planning stage and even when being used in the classroom. This discomfort will lead many teachers to using this process very infrequently. But hopefully with the other skills that precede this one, teachers will see how they can use some of these ideas to develop this idea.