**Subunit Intended Learning Outcomes**

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

**Subunit One: Components of DI**

Participants will:

* Recall prior knowledge if DI.
* Articulate the meaning of DI vocabulary related to content, process and product.
* Identify the components of DI: content, process, and product.
* Locate within a variety of lesson plans the components of DI: content, process, and product.
* Relate new knowledge to prior knowledge regarding differentiated instruction: Content, process, and product.
* Suggest changes that could be made to the lesson plans in order to incorporate balance in respect to the DI components.
* Evaluate the changes made to your lesson plans in relationship to differentiation.

**Subunit Two: Grouping for DI**

Participants will:

* Use grouping technique to divide participants’ class into ability or cross ability quintiles.
* Classify students by an attribute to use for DI grouping.
* Choose a random grouping method to use in their classroom.

**Subunit Three: Questioning as part of DI**

* Articulate the meaning of DI vocabulary related to questioning strategies.
* Create content related questions at each level for a unit to be taught/ currently teaching using one of the demonstrated products or one of your own.
* Summarize the levels of Bloom’s Taxonomy.
* Devise a way to incorporate the levels of questioning with the student grouping methods.
* Evaluate the grouping methods you used and the effect upon DI.

**Subunit Four: Process Models for DI**

Participants will:

* Define the basic terminology of DI as related to the processes of DI.
* Participate in simulations of contracts, independent studies, learning centers, and cubing.
* Design a contract, independent study, learning, center and cubing lesson based on a unit they are teaching or will be teaching.
* Evaluate the strengths and weaknesses of each process for your classroom.

**Subunit Five: Tiering**

Participants will:

* Define the basic terminology of DI as related to tiering.
* Participate in a simulated tiered lesson that incorporates a variety of DI components.
* Design a tiered lesson for a lesson you are teaching or one you will be teaching.
* Evaluate the pros and cons of tiering.