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EDTL 7100

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**INSTRUCTIONAL DESIGN**

*Professional Development Workshop on Differentiated Instruction*

**Subunit 4:** Implementing Differentiated Instruction: Methods/Instructional Strategies

**BIG IDEA:**

This five-week professional development workshop is intended to address the problems and difficulties associated with simultaneously meeting the diverse needs, interests, experiences, and ability levels of all students in a classroom. This workshop aims to produce teachers who feel confident, capable, and motivated to meet all students’ needs and abilities through the use of differentiated instruction. Differentiating instruction is an important aspect in teaching students of various levels and appropriately implementing inclusion in the classroom. According to Broderick, Mehta-Parekh, and Reid (2005), “it is a comprehensive approach to teaching, which enables the successful inclusion of all students” (p. 194). Differentiated instruction is defined as ‘teaching with student variance in mind, it means starting where the students are rather than adopting a standardized approach to teaching that seems to presume all learners are alike,” (Cox, 2008, p.53).

**RATIONALE/STATEMENT OF PURPOSE:**

The Problem:

As mentioned, the educational issue addressed throughout this workshop is the complexities associated with meeting simultaneously meeting the diverse needs, interests, experiences, and ability levels of all students in a classroom. This particular instructional design focuses more specifically on educating students (educators) about the process of implementing differentiated instruction in their own curriculum and lesson planning. Although it may be easy to understand the value and importance of differentiating instruction, it can be very overwhelming and difficult to implement. This instructional design aims to promote a confidence in educators to emphasize differentiation in their planning by creating an understanding of and application of methods and strategies.

Needs of the Learner:

As a professional development workshop, the students of this course would be current or prospective educators seeking to further their education and to further their success and effectiveness as teachers. With the obligation of No Child Left Behind and the constant pressure to meet state and national standards, teachers are constantly challenged with the difficult task of meeting the needs of all students in the general education classroom. However, as Bloom (1956) expressed, it makes no pedagogical sense to expect all students to learn in the same way or at the same pace when the variance in students’ background knowledge, readiness, learning styles, and strengths are taken into account. Therefore, the learners (educators) in this course need to learn strategies and teaching methods to meet the needs of all students in their classroom.

Understandably, the focus of student differences will vary with community. Some classrooms may have a more diverse set of socio-economic statuses, others may have a diverse range of cultural and ethnic backgrounds. Regardless of where the major focus lies, all classrooms will embody a diverse group of students; students who possess many different needs, learning styles, background knowledge, and ability levels. It’s important the learners of this course understand where the differences in their students lie and appropriate ways to meet the differences specific to their students. Through discussion, personal reflection and evaluation, application of the content in this course, students are presented with a highly contextualized, relevant curriculum.

In terms of personal growth and fulfillment, successful citizenship, and potential pay incentives, educators enrolled in this workshop are actively displaying the desire to be a more *successful* teacher. By exploring differentiated instruction and being expected to implement it in their own curriculum and teaching, they create opportunities for better teaching and improved student learning.

Needs of the Society:

As educators, we must successfully meet the needs of our students. To properly meet these needs, we must first understand them. We need to understand how an individual’s socio-economic status, culture, race, family composition, residence, background, language, and ability levels affect their ability to learn and interact within the classroom and society. We need to find ways to prepare them for their future as competitive, successful, capable members of our global society. Creating a contextualized, authentic, meaningful curriculum for each student is important to developing and producing well-rounded citizens. Through the implementation of differentiated instruction, this course aims to provide a basis for creating this curriculum.

Value of the Subject Matter:

Having the ability to successfully reach and teach all of our students in the classroom is vital to creating successful teachers. To effectively teach all students in the classroom simultaneously, differentiated instruction is necessary. Bloom (1956) expressed, it makes no pedagogical sense to expect all students to learn in the same way or at the same pace when the variance in students’ background knowledge, readiness, learning styles, and strengths are taken into account. Similarly, Hall (2009) states, “Students arrive from a montage of backgrounds with very different needs. They form a mosaic of diversity – academically, culturally, linguistically, economically, socially, and motivationally,” (p. 1). Therefore, it is understandable that students require different instructional strategies. “The ‘teaching to the middle’ approach used in many classrooms does not provide optimum learning opportunities for such diverse student populations,” (Hall, 2009, p. 1). On the contrary, differentiated instruction is considered an effective method for catering to all students and “promotes equity and excellence by focusing on best-practice instruction in mixed ability classrooms,” (Tomlinson, 2000, p. 25).

Broderick et al. (2005) explain by using differentiated instruction, teachers expect students “to bring a variety of experiences, abilities, interests, and styles to their learning; they acknowledge that these affect students’ performance in the classroom; and they address this natural diversity when planning and delivering rigorous and relevant, yet flexible and responsive instruction,” (p. 196). The importance of utilizing differentiated instruction seems evident when considering these statements. For all students to be engaged and motivated in the classroom, simultaneously, teachers must understand and acknowledge their differences when teaching. Anderson (2007) writes, “Of the utmost importance to the teacher who differentiates is providing a learning environment and opportunities [for learning] that exclude no child,” (p. 50). Clearly, differentiating instruction to create such an environment makes sense; for every child deserves the best possible education.

Specific to the professional development of educators, this course serves a select audience. However, the value of the subject matter taught through this course benefits many beyond the students (educators) enrolled. As a result of this course, teachers will be able to meet the needs, interests, and abilities of all students, resulting in more successful learning, experiences, and educational value. Teachers become more successful educators, students receive a more valuable and fulfilling education, and society gains more collaborative, cooperative, successful citizens.

The Educational Goal:

The course intends impart the value of and need for creating a differentiated curriculum in educators. This course also aims to produce advocates of differentiated instruction and teachers who strive to implement differentiated instruction in their own classrooms for the benefit of their students. This course is designed to provide educators with a foundational knowledge of differentiated instruction, appropriate and attainable ways to utilize differentiated instruction, and opportunities to apply self-created differentiated lessons in their classrooms. Students will attain these goals through an exploratory, experiential, authentic, and relevant curriculum with a focus on application, synthesis, and evaluation.

Essential Questions:

Essential questions should focus on: (1) effective instruction methods that utilize differentiated instruction to meet the needs of all students; (2) describing and understanding the main characteristics of differentiated instruction; and (3) appropriate and attainable ways to utilize differentiated instruction in the classroom for the purpose of meeting all students’ needs.

Instructional Model(s) Used:

Each lesson in this instructional design utilizes a different instructional model. I felt this would be appropriate as it promotes the use of differentiated instruction (as the focus of the subunit), while also *using* differentiated instruction. Successful differentiated instruction relies on a variety of teaching strategies and instructional methods in attempt to meet the diverse needs of students. By modeling a variety of teaching strategies and instructional methods in the teaching of this unit; students can experience differentiated instruction as they learn how to implement it in their own classrooms.

The Jigsaw Model is used, as a cooperative learning strategy. A large component of differentiated instruction includes flexible grouping methods; students will be grouped using a specific need and work cooperatively under The Jigsaw Model. The 5-E Learning Cycle Model will also be used. I selected this model because of its many opportunities to utilize different teaching strategies within itself. Students may use one strategy for engagement, a second for exploration, and possibly a third for extension. The 5-E Learning Cycle Model also emphasizes flexible assessment (or product); another key component of differentiated instruction. The final instructional model used in this design is The Self-Directed Learning Model. I chose to utilize this model because of its overall focus on students’ learning needs; the overall goal of differentiated instruction is to create a curriculum that meets students’ learning needs.

**LEARNER OUTCOMES:**

SUBUNIT 4:*Implementing Differentiated Instruction: Methods/Instructional Strategies*

* Students will learn how to differentiate instruction. (Memory/Recall)
* Students will explore/investigate research articles/books/resources to discover how to differentiate instruction. They will search for methods/instructional strategies to create flexible content, flexibility in process, and flexible products. (Memory/Recall, Analysis)
* Students will observe several videos of classroom teaching and identify/detect aspects of differentiated instruction. (Comprehension, Analysis, Evaluation)
* Students will compare how these research-based strategies for differentiating instruction relate to the strategies they currently use in their classrooms and see in their schools. (Comprehension, Analysis)
* Students will create a chart representing their findings on differentiated instruction methods and address *how* these methods meet the diverse needs, abilities, interests, and background of students. (Comprehension, Application, Analysis)
* Students will demonstrate their understanding of differentiated instruction methods by developing two lessons utilizing differentiated instruction and the methods they have researched. (Synthesis, Comprehension, Application)
* Students will implement differentiated instruction in their classrooms by teaching the two lessons they created. (Application)

**PRE-ASSESSMENT:**

The Pre-Assessment for this unit is rather informal. The course will begin with a whole class discussion about differentiated instruction. The instructor will ask a number of questions, hoping to gain an understanding of what students already know about differentiated instruction, inquire about their experiences with (or without) differentiated instruction, and perhaps more importantly – what they do not know about differentiated instruction. Students should be actively engaged in this whole-class discussion; and numerous (if not all) students should be given the opportunity to participate.

Whole Class Discussion Questions:

1. What is your current understanding of differentiated instruction? (Subunit 1)
2. Do you know and understand the three components of differentiated instruction? (Subunit 1)
3. Do you understand *why* we promote differentiated instruction in the classroom? (Subunit 2)
4. Can we differentiate without knowing our students? How do we get to know them? (Subunit 3)
5. What student qualities require differentiation? (Subunit 3)
6. Do you use or know different teaching strategies or instructional methods that implement differentiated instruction? If you use them in your classroom, can you give us an example? (Subunit 4)
7. How do we know if our students needs are being met? What determines if *all* students’ needs are being met appropriately? (Subunit 5)
8. Do you feel confident in your ability or prepared to use differentiated instruction in your classroom? (Overall Workshop)

Because of the formative nature of this pre-assessment, students will also be asked to write a brief reflection answering three questions. This individual reflection should provide the instructor with a more comprehensive understanding of each student’s background knowledge and prior experiences with differentiated instruction. The final question of the individual reflection asks students what they would really like to learn from this course; the instructor should incorporate these topics throughout the course as much as possible – creating a *contextualized* course for *this group of students.*

Individual Reflection Assignment:

*Please write one half page reflection addressing the following questions:*

1. What does differentiated instruction mean to you?
2. How might differentiated instruction help you and your students?
3. Please share you previous experiences with differentiated instruction, if any.
4. What would you like to learn about differentiated instruction through this workshop?

**LESSON PLANS:**

This instructional design covers subunit four of the curriculum design. This series of lessons would likely take place week four of the five week workshop.

**Implementation Strategies for Differentiated Instruction**

**Flexibility of Content, Process, and Product**

The Jigsaw Method (Cooperative Learning)

*Lesson 1*

*Materials Needed:*

* Chart for Student Interest Survey – (can be drawn on whiteboard/chalkboard)
* Research Articles (available through Curriculum Design Concept Map)
* Computer and internet access for at least three students
* Sufficient group work space
* [Guided Notes for Expert Groups](#GuidedNotes)
* Whiteboard/Chalkboard and writing utensils for chart activity
* [Chart template](#ChartTemplate)

*Objectives (3 minutes):*

* Students will learn how to differentiate instruction. (Memory/Recall)
* Students will explore/investigate research articles/books/resources to discover how to differentiate instruction. They will search for methods/instructional strategies to create flexible content, flexibility in process, and flexible products. (Memory/Recall, Analysis)
* Students will create a chart representing their findings on differentiated instruction methods and address *how* these methods meet the diverse needs, abilities, interests, and background of students. (Comprehension, Application, Analysis)

*Key Questions:*

* 1. How do we differentiate content, while still teaching the same standards?
  2. Why must we differentiate content – how do *all* students benefit?
  3. How do we differentiate process to meet the needs of all students – not just ability levels or learning styles.
  4. What specific teaching strategies may be used to differentiate process?
  5. How do we create flexible products to better evaluate and assess each student’s progress and comprehension?
  6. What specific student needs are met by specific differentiation strategies? [Chart]

*Procedures:*

1. To prepare to group students for the activity conduct a survey *as they walk into class*. Three options should be given (possibly sports (football, volleyball, hockey), ice cream flavors (vanilla, strawberry, chocolate), pet preferences (cat, dog, fish), or other). A given number of spaces should be allotted per choice (to allow for equal groups). Students will write their name under their favorite and then they will be grouped accordingly for the activity. This is meant to represent a popular grouping technique of differentiated instruction – grouping by student interest. *(3-5 minutes)*
2. Introduce the Jigsaw topic, problem, or issue: revisit the previous workshop about defining differentiated instruction. Remind students differentiated instruction consists of three overall aspects: flexible content, flexible process, and flexible product. Inform students they will be researching one of these aspects in their group. They should find resources (via the internet, research articles, or text books) and compose a brief summary of what that aspect entails. Then, and most importantly, students will research teaching strategies that support their assigned aspect of differentiated instruction. They should produce a number (minimum of four) of strategies and be able to explain them. *(5 minutes)*
3. Assign students heterogeneously to their specialized study team to gather information and discuss their subtopic: Group students based on the interests they selected as they walked into class. Three groups are needed; assign one group flexible content, one flexible process, and the third flexible product. Groups should spent time researching their topic online [research articles and resources may be provided if time does not permit – but the exploration of resources if preferred] *(15-20 minutes)* and then discuss and organize their information *(10 minutes)*. A [guided note hand-out](#GuidedNotes) will be shared to help guide discussion and note taking.
4. Assemble “expert” groups with representatives from each of the specialized study teams with one member of each study team assigned to each expert group: Depending on the group size, expert groups may consist of two or three students from each group; all “expert” students should share responsibility of presenting their information. *(2 minutes)*
5. Have experts teach the members of their expert group about the specialized topic from their study group: All students should utilize their guided note hand-out to process the information from other groups. Each “expert” group will have an opportunity (5 minutes each) to present their findings.  *(15 minutes)*
6. Draw conclusions from each group and evaluate the process and the results: We will compose a chart, **as a class**, representing our findings. A [template for the chart](#ChartTemplate) can be found below. Each individual will take turns sharing a strategy they learned as a result of the jigsaw activity. They must indicate what aspect of differentiated instruction it represents, what the teaching strategy is, and what student needs are addressed by the strategy. This activity will serve as the evaluation and assessment for the jigsaw activity. *(25 minutes).*

*Assessment/Evaluation:*

* The composition of the chart (step VI of the process) will serve as the assessment/evaluation and closure activity for this lesson. Students should be challenged to explain what aspect of differentiated instruction is being met by this teaching strategy, what student needs are being addressed, and how it might be implemented into classroom instruction.

*Summary (3 minutes):*

* Students should understand multiple ways to differentiated instruction by recognizing several teaching strategies for creating flexible content, flexible process, and flexible product.
* Students should recognize how each teaching strategy aims to meet the diverse needs of learners.
* Students should understand effective ways to implement differentiated instruction teaching strategies (such as the jigsaw activity used for this lesson) in their *own* classrooms.

*Closure:*

* The composition of the chart (step VI of the process) will serve as the assessment/evaluation and closure activity for this lesson.
* A reflective, expressive question/answer session may also be held, if time permits, utilizing the key questions above. Engaging in conversations of effective ways to utilize and implement these teaching strategies in their own classrooms could be a very beneficial closure activity. *(5-10 minutes).*

*Total Lesson Time: 86 – 98 minutes*

**Implementation Strategies for Differentiated Instruction**

**Recognizing Differentiated Instruction and Creating Differentiated Activities**

The 5-E Learning Cycle Model

*Lesson 2*

*Materials Needed:*

* Computer/Internet Access/Projector with Audio
* [Classroom Instruction Videos](#Video)
* Note Taking Materials – for students
* Sufficient space for small group and whole class discussion
* [Rubric](#ActivityRubric) for evaluation activity

*Objectives (3 minutes):*

* Students will learn how to differentiate instruction. (Memory/Recall)
* Students will observe several videos of classroom teaching and identify/detect aspects of differentiated instruction – or opportunities where differentiation could have been implemented and how. (Comprehension, Analysis, Evaluation)
* Students will compare how these research-based strategies for differentiating instruction relate to the strategies they currently use in their classrooms and see in their schools. (Comprehension, Analysis)

*Key Questions:*

* Can we recognize differentiated instruction in use? How is it being represented in this classroom [video]?
* Does the differentiated instruction appear to have a positive effect on the students?
* In the absence of differentiated instruction, how might we alter instruction to support differentiation and meet the diverse needs of these students?
* What might a differentiated activity look like for this classroom?
* How do you currently differentiate your instruction (if you do)? Do the strategies you use correlate to those we have been researching?

*Procedures:*

Phase: Students will be watching several videos of classroom instruction. They will be expected to analyze the use of – or the lack of – differentiated instruction in these classrooms. They will search for ways the teaching strategies are effective at meeting diverse student needs or search for opportunities where differentiated instruction could have been implemented. Students will engage in small-group discussions of their individual findings. Students will then engage in a whole class discussion sharing how the teaching strategies they currently utilize in their own classrooms compare to the research-based strategies we have been studying. Finally, students will create a brief ‘lesson plan’ or description of a classroom activity that successfully implements differentiated instruction.

Engagement: Explain to students we will be taking the information we gathered in our previous

lesson and applying it to our observation of real classrooms. Engage in an open class discussion: Ask students what they remember about differentiating content? Process? Product? Ask students why differentiating is important in meeting the needs of our students? This open class discussion should provoke active participation and revisit previous lessons to access prior knowledge. *(5 minutes)*

Exploration: Students will be directed to take note of differentiated activities they witness

throughout the videos. They will be encouraged to observe how the needs of students are being met through these techniques. Students will also be encouraged to look for opportunities differentiated instruction *could* have been implemented. The class will then watch several short videos of classroom instruction (possible [videos are provided below](#Video)). *(15-20 minutes)*

Explanation: Students will now form small groups (4-5 students) and share their observations of

the videos. They should discuss their findings in response the designated criteria set before watching the videos. Students are encouraged to defend/explain their own observations and challenge/understand those of their peers. *(10 minutes)*

Extension: Students will regroup to engage in a whole-class discussion. Students will now reflect

on their own use of differentiated instruction teaching strategies in their classrooms. They have ‘practiced’ depicting and analyzing the use of (or absence of) differentiated instruction in other classrooms (videos) and should have a better understanding/recognition for their own use of teaching strategies. Students will be invited to share their use of differentiated instruction in their classrooms and search for additional opportunities to do so. *(10 minutes)*

Evaluation: Using the [rubric](#ActivityRubric) below, students will be creating a ‘description’ of an activity they can

utilize in their own classroom. They should detect an area of curriculum they do not currently differentiate and design an activity that meets the needs of all students in their classroom. A lesson plan is not necessary – just a few paragraphs explaining the activity, the process of implementing it, and how the teaching strategy utilized meets the needs of all students. *(Homework)*

*Assessment/Evaluation:*

* Students will be formatively assessed throughout this lesson, based on their participation in small group and whole-class instruction. This assessment is not a graded assessment; but rather a check for comprehension.
* Students will be summatively assessed through their evaluation activity (described in the evaluation. The [rubric](#ActivityRubric) for this assessment/evaluation activity can be found below.

*Summary:*

* Students should be able to recognize the use of, or absence of differentiated instruction in the classroom.
* Students will be able to recommend appropriate use of differentiated instruction in the absence of it. They should be able to recognize the need (based on observing students’ performance and behavior) for differentiation.
* Students should be able to depict and reflect on their own use of differentiated instruction in their teaching.
* Students should be able to recognize the need for differentiated instruction in an area of their curriculum and create an activity to solve this need while meeting the diverse needs of their students.

*Closure (5 minutes):*

The instructor should provide a brief summary of the activities completed in today’s lesson. Students will then be given their evaluation assignment. They are required to create one activity, implementing a teaching strategy that supports differentiated instruction. They will be encouraged to continue searching, reflecting, analyzing, and evaluating their own instruction. They will be encouraged to challenge themselves to implement differentiated instruction as a means of benefiting their students.

*Total Lesson Time: 48 – 53 minutes*

**Implementation Strategies for Differentiated Instruction**

**Creating and Implementing Differentiated Instruction in Your Teaching**

The Self-Directed Learning Model

*Lesson 3*

*Materials Needed:*

* Computer Lab – or individual access to computers with internet access
* [Rubric for lesson activity](#LessonPlanActivity) – lesson plan(s) or instructional design

*Objectives (3 minutes):*

* Students will learn how to differentiate instruction. (Memory/Recall)
* Students will explore/investigate research articles/books/resources to discover how to differentiate instruction. They will search for methods/instructional strategies to create flexible content, flexibility in process, and flexible products. (Memory/Recall, Analysis)
* Students will demonstrate their understanding of differentiated instruction methods by developing two lessons utilizing differentiated instruction and the methods they have researched. (Synthesis, Comprehension, Application)
* Students will implement differentiated instruction in their classrooms by teaching the two lessons they created. (Application)

*Key Questions:*

* Utilizing what you have learned throughout this workshop this far, how will you implement differentiated instruction in your own classroom?
* What are the needs of your students? How will you address these needs in your instruction?
* What teaching strategies we have learned/research do you feel confident implementing? Which strategies will be a challenge for you?
* How can you create lessons utilizing differentiated instruction in *your* own curriculum?

*Procedures:*

Phase One: Learners diagnose their own learning needs: Students (educators) will recognize a

need in their classrooms. (Perhaps they do not have sufficient activities for exceptional students. Perhaps they do not have relevant activities for students who finish work early. Perhaps many students are acting out in class because they are not engaged in the activity.) They will critically reflect on their classroom and their instruction to diagnose a ‘problem area.’ In a sense, students are recognizing their students learning needs and their needs to successfully educate. *(5 minutes)*

Phase Two: Learners formulate a set of learning outcomes that address the needs identified:

Direct students to develop a set of learning outcomes for the need they identified. This lesson is designed to help students (educators) design a solution to their designated problem. These learning outcomes may take the form of goals or objectives for their personal instruction or remain learning outcomes for a specific lesson they design utilizing differentiated instruction. *(10 minutes)*

Phase Three: Learners identify resources for learning: This research process will depend largely on

the students’ problem/issue. Students will have access to computers (internet) to search for resources. It is expected that additional resources for learning will be necessary; those may have to be obtained outside of class. In class, students are expected to identify ‘types’ of resources they will need and attempt to locate them. *(15-20 minutes)*

Phase Four: Learners select and implement learning experiences and strategies: With a focus on

meeting the needs addressed in phase one, students will select an *appropriate* strategy to implement in response to the needs/problem area they designated. In a sense, students are creating a lesson plan(s) or instructional design to solve the needs/problem area they designated – the chosen strategy should be implemented into this lesson plan(s) or instructional design. Students should make note of *why* they selected the particular strategy, *how* they will implement it, and *how* it meets the needs addressed in phase one. *(20 minutes)*

Phase Five: Learners evaluate learning outcomes through self-assessment and/or external

assessments based on established criteria: Students are expected to teach the lesson plan(s) or instructional designs they create. They will design an assessment section for their plan (hopefully utilizing flexible product) and evaluate the success of the lesson (by the students’ ability to meet the learning outcomes through the assessment) in the next class session. For this particular lesson, students will be asked to reflect on their ability to implement differentiated instruction in their own planning. *(20 minutes)*

Note: Students are not expected to complete this lesson plan(s) or instructional design in class

time; but the designated time amounts will be provided to begin the process. This lesson is designed to produce the summative assessment (in a step-by-step manner). Students will teach/implement their lesson(s)/instructional design after completion before week five of this workshop; in which they will evaluate and reflect on its effectiveness.

*Assessment/Evaluation:*

This lesson will close with a reflective discussion [Closure Activity] about students’ ability

and confidence to implement differentiated instruction in their curriculum planning. They will engage in a whole class discussion about their experiences planning this lesson plan(s) or instructional design. They will discuss their feelings recognizing students’ needs in their classrooms, their teaching strategies used to meet those needs, and their overall ability to implement differentiated instruction. Students will be formatively assessed through their participation in this conversation. Students will also be summatively assessed by their product; by the lesson plan(s) or instructional design they created and their ability to utilize differentiated instruction as a means to meet the designated need(s). The [rubric](#LessonPlanActivity) for summative assessment can be found below.

*Summary:*

* Students will be able to recognize the needs of their students.
* Students will be able to create a lesson plan(s) or instructional design which utilizes teaching methods that support differentiated instruction to meet the needs designated.
* Students will produce a product portraying their ability to implement and assess differentiated instruction in the classroom.

*Closure:*

This lesson will close with a reflective discussion about students’ ability and confidence to

implement differentiated instruction in their curriculum planning. They will engage in a whole class discussion about their experiences planning this lesson plan(s) or instructional design. They will discuss their feelings recognizing students’ needs in their classrooms, their teaching strategies used to meet those needs, and their overall ability to implement differentiated instruction.  *(10 minutes)*

*Total Lesson Time: 83 – 88 minutes*

**POST-ASSESSMENT:**

Students will be completing an application and synthesis activity for the post-assessment. Opportunities for reflective thinking and evaluation are also present. To assess students’ comprehension of the content covered in this workshop, they will be creating one (very thorough) lesson plan utilizing differentiated instruction. This assessment will determine students’ comprehension of differentiated instruction and their ability to apply, synthesize, and evaluate differentiated instruction in their own teaching.

The lesson plan will be on a content area and topic of choice. Students will be expected to address students’ diverse needs. They must explain what needs are being addressed, how these needs are known (what activity was used to gather the information) and a brief paragraph explaining how this lesson is designed to meet these needs. Students should aim to create a lesson flexible in content, process, and product. The lesson plan must include intentional explanations of how these three aspects have been differentiated and utilize teaching strategies supportive of differentiated instruction. The lesson plan must include a detailed process of the activities. Students are expected to utilize two or more differentiation techniques and explain their intentions of doing so. Students should also create several options for assessment, in which students are given a choice of product. Finally, students will include a brief evaluation section in the plan explaining how they will evaluate the success or failures of the lesson after having taught it. Overall, this lesson plan aims to represent students’ capability of implementing differentiated instruction AND reflecting on the intentional use of these strategies.

[Post-Assessment Assignment](#PostAssignment)

[Post-Assessment Rubric](#PostRubric)

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**Post-Assessment Assignment**

You are to create one lesson plan, on a content area and topic of choice.

This lesson plan must utilize what you have learned about differentiated instruction:

* You will explain what student needs are being met, how these student needs were discovered (what activity was used to gather student information), and how this lesson intends to meet those needs.
* Your lesson must show evidence of flexible content, process, and product.
* The lesson plan must include intentional explanations of how these three aspects have been differentiated and utilize teaching strategies supportive of differentiated instruction.
* The lesson plan must include a detailed process of the activities. You are expected to utilize two or more differentiation techniques and explain their intentions of doing so.
* You should also create several options for assessment, in which students are given a choice of product or find some way to represent flexible product.
* You should include a brief evaluation section in the plan explaining how you will evaluate the successes or failures of the lesson after having taught it. Focus on the reflection/evaluation discussion we had in class. Did the lesson meet the intended needs of students? How do you know? What would you do differently?

Overall, this lesson should demonstrate your capability of implementing differentiated instruction AND reflect on your intentional use of these strategies.

**Post-Assessment Template/Rubric (130 points possible)**

**LESSON TITLE**

Your Name

**Grade:** *Grade Level (1 point)*

**Subject/Content Area:** *Subject/Content Area (1 point)*

**Standard(s):** *Standard(s) (2 points)*

**Objectives:** *Objectives/Learner Outcomes (5 points)*

**Student Needs:** *Explain the student needs addressed in this unit (i.e., diverse learning styles, student*

*interests, student ability levels, student background, etc.), the activity or device you used to gather the information about student needs (e.g., inventory survey), and explain how this lesson aims to meet these student needs. (10 points)*

**Materials Needed:** *List all materials needed for this lesson including supplies, worksheets, technology, work*

*space, etc. (2 points)*

**Duration of Lesson:** *Number of minutes this lesson will take (1 point)*

**Anticipatory Set:** *How will you introduce this topic to students, pre-assess their knowledge, and get them*

*excited about the lesson? Describe a brief introductory activity. (3 points)*

**Procedure:** *Provide a detailed explanation(step by step) of your lesson here. Implement and describe your*

*use of flexible content (15 points); flexible process – including at least two teaching methods that utilize differentiated instruction (25 points); and flexible product (20 points).*

**Assessment:** *Discuss your assessments for this lesson; include both formative and summative assessment*

*strategies and explain your use of flexible product, how does will you evaluate the product? (15 points)*

**Reflection/Closure:** *Briefly describe the closure for this activity. How will you engage students in a*

*discussion of what they have learned? (5 points)*

**Evaluation of Completed Lesson:** *Think back to our class discussion about the importance of consistent,*

*frequent evaluation. Did this lesson meet the needs of the intended learners? How do you know? What could you do differently next time? This section describes your intentions to evaluate and reflect on your teaching. (15 points)*

**TEACHING STRATEGIES FOR IMPLEMENTING DIFFERENTIATED INSTRUCTION**

*Chart Template*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Aspect of Differentiated Instruction | | | Teaching Strategy | Need(s) Being Met |
| Flexible  Content | Flexible Process | Flexible Product | (Name and Description) | (Category and Explanation) |
|  |  |  |  |  |
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**TEACHING STRATEGIES FOR IMPLEMENTING DIFFERENTIATED INSTRUCTION**

*Guided Notes*

Jigsaw Activity

**FLEXIBLE CONTENT:**

*Description of:*

*Teaching strategies to implement:* (include name and description of each)

**FLEXIBLE PROCESS:**

*Description of:*

*Teaching strategies to implement:* (include name and description of each)

**FLEXIBLE PRODUCT:**

*Description of:*

*Teaching strategies to implement:* (include name and description of each)

**DIFFERENTIATED INSTRUCTION VIDEOS**

*Videos for Activity*

* 1. Differentiating Instruction To Meet…
     + <http://video.google.com/videoplay?docid=4171206737458657618#>
  2. Applied Differentiation Elem Example
     + <http://www.teachertube.com/viewVideo.php?video_id=90176&title=_Applied_Differentiation_Elem_Example>
  3. Differentiation Video
     + <http://www.youtube.com/watch?v=6P-XVPFXL4I>
  4. DI in the Classroom – Learning Styles – Extra Video
     + <http://www.teachertube.com/viewVideo.php?video_id=99363&title=Differentiated_Instruction_learning_Styles>

*Note: Videos showing the actual classroom teaching are preferred – where students can draw conclusions about the differentiated instruction taking place (or absent). Perhaps more general videos – simply observing classroom instruction would be more effective.*

**DIFFERENIATED ACTIVITY DESCRIPTION**

*Rubric*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Required Components | Points | | | |
| **3** | **2** | **1** | **0** |
| An area of curriculum, not currently using differentiated instruction, has been identified. |  |  |  |  |
| Description includes an explanation of the implementation process of the activity. |  |  |  |  |
| Description includes an explanation of the teaching strategy used and *why* it was chosen. |  |  |  |  |
| Description includes an explanation of *how* this activity meets the needs of all students. |  |  |  |  |
| Overall description is relevant to the area of curriculum indicated, explains the activity and how it emphasizes the use of differentiated instruction to meet the needs of all learners. |  |  |  |  |
| Total Points | **/ 15** | | | |

**CREATING AND IMPLEMENTING DIFFERENTIATED INSTRUCTION**

**IN YOUR TEACHING**

*Lesson Plan/Instructional Design Activity/Rubric*

You are to create a lesson plan(s) or instructional design for your classroom. The following areas need to be created and addressed:

Identify Learners Needs: 15 points possible

Recognize a need in your classroom. (Examples include: not having sufficient activities for exceptional students; not having relevant activities for students who finish work early; many students are acting out in class because they are not engaged in the activity; students feel excluded from the curriculum because their learning styles are not being met or because their culture is not represented in course material…). You must critically reflect on your classroom and instruction to diagnose a ‘problem area.’ In a sense, you are recognizing their students learning needs and/or your needs to make your teaching more successful.

Formulate a Set of Learning Outcomes: 15 points possible

Here you will develop a set of learning outcomes for the need you identified. You are creating this lesson/instructional design as an attempt to solve your designated problem. These learning outcomes may take the form of goals or objectives for their personal instruction or remain learning outcomes for a specific lesson you design utilizing differentiated instruction.

Identify Resources for Learning: 15 points possible

This research process will depend largely on your problem/issue. You will be finding resources specific to the learning outcomes you formed and appropriate for meeting the need(s) you identified. These resources may include websites/books/materials/etc. You do not need to bring in the resources but you should provide a list of them with a brief description explaining how they meet the learning outcomes and how they meet the needs identified. You should located at least 3-4 resources.

Implement Learning Strategies: 25 points possible

With a focus on meeting the needs addressed, you must will select an *appropriate* strategy to implement in response to the needs/problem area you designated. In a sense, you are creating a lesson plan(s) or instructional design to solve the needs/problem area you designated – the chosen strategy should be implemented into this lesson plan(s) or instructional design. You must make note of *why* you selected this particular strategy, *how* you will implement it, and *how* it meets the needs addressed.

Evaluating Learning Outcomes/Assessment: 15 points

You will be expected to teach the lesson plan(s) or instructional designs you create. You must design an assessment section for the plan (hopefully utilizing flexible product) and evaluate the success of the lesson (by the students’ ability to meet the learning outcomes through the assessment) in the next class session. For this particular lesson, you must reflect on your ability to implement differentiated instruction in your planning.

*Total Points Possible: 85*