

Drake University, Extension Education
PD 360 Content Guide
3 Credit Hours of Drake University Graduate Credit

Topic: Differentiated Instruction

This document was developed as a sample to guide study groups/learning teams that wish to use PD 360 content. The PD 360 library has a multitude of content that can be retrieved and implemented. This guide will help you identify the key pieces of content you may want to include when choosing to study the topic: Differentiated Instruction

Please recognize that you must submit a study group/learning team proposal and gain approval in order to garner Drake Graduate credit.

Course Description

Differentiated Instruction is a three-hour course which combines the content of the PD 360 video interface, learning team meetings, and independent study. This course offers participants the opportunity to tailor their learning to a specific interest area or one driven by local data from the building or district.

Study groups will view video clips covering the following areas:

- *Differentiating Instruction to Meet the Needs of All Students*
- *Applied Differentiation: Making It Work in the Classroom.*

Each area has two editions: Elementary and Secondary. Study groups should choose the appropriate level for their needs and interests. The *Applied Differentiation: Making It Work in the Classroom* video program, part 3 also has Leadership and Implementation sessions to help educational leaders start the process of differentiation within their schools.

Course Competencies- Students will:

- understand how to use differentiated instruction to enhance learning for all students.
- learn and apply strategies for identifying student abilities, strengths, weaknesses, learning styles, interests, and readiness.
- gain knowledge of how to successfully manage a differentiated classroom.
- observe and analyze skilled teachers demonstrating differentiation in actual classrooms.
- develop and implement differentiation activities for use in the classroom.
- reflect on course experience and plan for future use of information gained.

The successful completion of “Differentiated Instruction” might include:

- Study team meetings
- Completion of assignments from the suggested sequence of activities in this outline and/or from the Facilitator’s guides found on-line

- Viewing and reviewing of PD 360 segments
- Readings in one or more of the suggested texts
- Writing of practical application assignments, such as lesson plans
- Journal entries
- Researching a topic from the course in greater detail
- Presenting information to fellow teachers, parents or other professional groups

Course Materials:

1. On-line videos and Facilitator's Guides available in Elementary and Secondary Editions at www.schoolimprovement.com:
 - A. Differentiating Instruction for All Students
 - What is Differentiation?
 - Differentiation: Elements for Planning
 - Climate
 - Knowing the Learner
 - Assessment
 - Adjustable Assignments
 - Instructional Strategies
 - Curriculum Approaches
 - B. Applied Differentiation: Making it Work in the Classroom
 - Introduction
 - The Basics of Differentiation
 - Identifying Student Readiness
 - Identifying Student Interests
 - Identifying Learning Profiles
 - Preparation for Differentiation
 - The Applied Differentiation Map
 - The Applied Differentiation Map: What?
 - How? Teaching and Learning
 - How? Assessment
 - Leadership and Implementation Edition:
 - Introduction/Create a Climate for Differentiation
 - Provide Training and Leadership
 - Offer Ongoing Support
 - Examine Structures That Work
2. Books available through www.schoolimprovement.com:
 - Differentiating Instruction With Style: Aligning Teacher and Learner Intelligences for Maximum Achievement by Gayle H. Gregory
 - Differentiated Instructional Strategies: One Size Doesn't Fit All by Gayle H. Gregory and Carolyn Chapman
 - Data Driven Differentiation in the Standards-Based Classroom by Gayle H. Gregory and Lin Kuzmich

- Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching by Carol Ann Tomlinson

The successful completion of “Differentiated Instruction” requires:

- 80 to 90 hours of work, including reading, writing, viewing, and applying course content.
- A journal/notebook containing course requirements as specified by the Learning Team’s approved plan.
- Completing the activity choices listed in this outline.
- A final application assignment or project to demonstrate proficiency in the content.

Your study team should design a professional plan and evaluation method to demonstrate successful completion of the course “Differentiated Instruction”. The plan may include the following suggested activities and should be geared to the team’s needs and interests. The team should also design a final application assignment or project to demonstrate proficiency in the content. Suggestions are listed below or the team can design its own. Each participant should complete the projects or assignments individually.

Suggested Sequence of Activities

1) View the Video Presentations

On-line video segments can be viewed as a group and reviewed independently to deepen learning. (*Watch only 1-2 video segments with reflection during each session.*)

2) Read chosen text independently.

3) Explore related resources if applicable. (A list is found on the last page of each Facilitator’s Implementation Guide.)

4) Meet as a learning team and discuss related issues.

5) Journals are a way for participants to reflect on their learning. Journal entries could include:

- A. Student responses to the reflection and follow-up questions that follow each of the units of the PD 360 video presentations.
- B. Discussion of lesson plans created to implement differentiated instruction in participant’s subject area.
- C. Reflection on progress towards professional goal for course.
- D. Additional reflection topics could include the application of the Adjustable Planning Grid, use of the Readiness Spectrum, Circle Map of Interests, Learning Profile Matrix, and/or the Applied Differentiation Map.

6) Complete the reflection activities listed below or the assignments as described in each Facilitator’s Implementation Guide. Facilitator’s Guide page numbers are listed as a reference. These can be tailored to meet the varying interests of participants based on

grade level as well as content area. Participants may choose to include these application assignments in their completed coursework.

Assignments related to PD360 content from Differentiating Instruction for All Students:

- Participants evaluate their current teaching with regard to climate, knowing the learner, assessment, adjustable assignments, instructional strategies, and curriculum approaches. Participants write in their journals responses to questions on page 4 of the Facilitator's Implementation Guide. After responding to these questions, participants set a professional goal for growth in the area of differentiation (p.4).
- Write a descriptive plan of ways to create a positive climate in your classroom (p.8).
- Create a T-chart of formal and informal assessment methods (p.11).
- After viewing the video segment 10, participants look at the eight multiple intelligences and discuss which of them could be reached with a particular approach and why. The five curriculum approaches mentioned in the video are centers, projects, problem-based, inquiry, and contracts/agendas (p.14).
- Complete the Adjustable Planning Grid applied to the participant's content area (p.15).

Assignments related to PD360 content from Applied Differentiation: Making it Work in the Classroom:

- Complete and apply the Readiness Spectrum to the participant's content area (pp.4-5).
- Complete a Circle Map of Interests using the participant's students as the focus (pp.6-7).
- Complete a Learning Profile Matrix for the participant's current class list (p.10).
- Develop a lesson plan implementing a differentiated instructional strategy using the Adjustable Planning Grid, Readiness Spectrum, Circle Map of Interests, and/or Learning Profile Matrix as a guide for planning.
- Complete an Applied Differentiation Map as a group and/or independently (pp12-16).

7) As a final project, participants could choose to write a Professional Paper or develop a Professional Notebook of Differentiated Strategies.

Choice #1: Professional Paper may include 3 main components:

1. Summary of differentiated instruction- a description of the six elements of planning for differentiation as well as a discussion on how to identify student readiness, interests, and learning profiles.
2. Analysis of application- a thoughtful analysis of the experience implementing differentiated lessons and/or activities. Could include identification of the most and least successful lesson and the reasons for its success or lack of success. Analysis could include a discussion of application of the Adjustable Planning Grid, use of the Readiness Spectrum, Circle Map of Interests, Learning Profile Matrix, and/or the Applied Differentiation Map.

3. Evaluation and self reflection- Summary of the effectiveness of the lessons/activities. Could include an assessment as to whether the goals of the lessons/activities were achieved and any modifications you would institute to improve the effectiveness of future differentiated instructional practices. Self reflection could also include an evaluation of the overall progress made towards course goal.

Evaluator will be looking for an understanding of the key concepts of differentiated instruction, summarization of classroom application of differentiated instructional strategies, thoughtful self reflection and analysis of progress, and professional presentation (lack of proofreading, editing and grammatical errors). If chosen, it is suggested that the professional paper be 6-10 pages, typed or word processed, and written according to the conventions of Standard English.

Choice #2: A Professional Notebook of Differentiated Strategies could be created as a collection of strategies, related research articles, successful lesson plans, modified curriculum units, list of useful Internet sites, journal entries, or ideas for future implementation. Facilitator may want to establish a checklist or rubric for successful completion of this project. The group could determine the goals and the expectations for this project together in a group discussion format.