



2022-2023 Three-Credit Hour Course: Differentiating Instruction

- ▶ **Audience:** Active West Virginia Teachers/Educators and Administrators
- ▶ **Type:** Self-Paced with Rolling Enrollment
- ▶ **Enrollment:** September 1, 2022 - April 14, 2023
- ▶ **Duration:** September 1, 2022 - May 19, 2023

Description: This course is designed to assist active West Virginia educators in effectively adapting lessons to meet the needs of a diverse group of learners. Participants will explore creative teaching strategies and assessments that support differentiated instruction and become familiar with strategies for managing a DI classroom. Teachers are encouraged to try some of the strategies in their classroom and reflect upon the pros and cons for their instruction. As a final project, participants will complete a lesson plan for differentiating instruction for three specific students: a struggling learner, an on-grade level learner, and an advanced learner. Participants **MUST** have access to these three (3) specific students to complete two (2) tasks in Session Two.

Course Goals:

- ▶ Review, clarify, and seek to enrich understanding of the elements of the differentiated classroom.
- ▶ Plan strategies and instruction for use in their classroom settings.
- ▶ Investigate learning theories, learning styles, and learner profiles.
- ▶ Examine ideas on meeting the needs of a variety of learners.
- ▶ Investigate best practices for managing a differentiated classroom.
- ▶ Examine key strategies for designing and managing a differentiated classroom.
- ▶ Explore effective teaching strategies that promote active learning and best meet the needs of a wide variety of learners.
- ▶ Evaluate differentiated lesson plans using the guide, *A Comprehensive Guide for Planning Differentiated Instruction*.
- ▶ Develop items for a differentiated lesson plan.
- ▶ Review the difference between assessment and grading in a differentiated classroom.
- ▶ Investigate different assessment strategies that will inform and enrich instruction in a differentiated classroom.
- ▶ Develop different assessment tools that will inform and enrich instruction in a differentiated classroom.
- ▶ Reflect upon the differentiated instruction initiated with their students.
- ▶ Analyze scenarios for the level of and/ or quality of differentiation.



Session Overviews

▶ **Session 1 –Elements of Differentiated Instruction**

During this session you will review the elements of differentiated instruction (DI). From the readings you will develop a good working knowledge of the elements of differentiated instruction as well as help clarify and enrich your understanding of the many paths to creating a responsive differentiated classroom.

▶ **Session 2 - Getting to Know Your Students**

During this session you will investigate learning theories, learning styles, and learning profiles. Differentiating instruction begins with getting to know your students. Learning style and interest inventories are often an overlooked method of truly learning who your students are as learners. These inventories can help you provide the best learning opportunities for your students, as well as learn what motivates and inhibits their learning. Observation and conversations with students can also add to the process of discovering the unique learning needs of your students.

▶ **Session 3 - Management Strategies for the Differentiated Classroom**

During this session you will explore best practices for managing a differentiated classroom and complete readings and tasks to help you understand key components for managing a differentiated classroom. This will include identifying your own classroom management style.

▶ **Session 4 – Instructional Strategies to Support Differentiated Instruction**

During this session, you will be introduced to strategies supporting differentiated instruction. The session readings and tasks will lead to the evaluation of the benefits and challenges associated with the implementation of differentiated instruction.

▶ **Session 5 – Varying Assessment in the Differentiated Classroom**

During this session, you will review a wide variety of assessment options to develop strategies to meet the needs of a variety of learners. Assessment is used to inform instruction, and since learners acquire information in different ways, assessments must be presented in multiple formats to provide opportunities for all students to show what they know and are able to do. In the words of Tomlinson and McTighe in their book, *Integrating Differentiated Instruction and Understanding by Design*, “Grading and assessment are not synonymous terms. Assessment focuses on gathering information about student achievement that can be used to make instructional decisions. Grading is an end-point judgment about student achievement.” Ongoing observation and assessment in the differentiated classroom are essential as teachers become “students of their students.”

▶ **Session 6 – Differentiated Instruction in Action**

During this session, you will be introduced to the methods by which others initiated differentiated instruction. You will respond to selected scenarios with respect to the level and/or quality of differentiation that is present.

Course Grades

All grades in the course gradebook must be a checkmark for successful course completion. A checkmark indicates that all work has been completed and the work meets the expectations for that assignment. Quiz scores must meet the minimum expectations as stated in the course.

