

## **PDA Introduction to Differentiating Instruction:**

### **Objectives-Learning Goals:**

At the end of Introduction to Differentiating Instruction, participants will know, understand, and be able to do the following:

### **Participants will know the following terms as they relate to differentiated instruction:**

- Responsive learning environment
- Flexible grouping
- Pre-assessment
- Clarity about the learning goal
- Readiness
- Learning profile/preferences
- Differentiated assignments, lessons, activities
- Multi-Tiered System of Supports (MTSS)
- Expert Learner
- Respectful tasks
- Formative assessment
- Summative assessment
- Know-Understand-Do (KUD)
- Interest
- Backward Design planning model
- Universal Design for Learning (UDL)
- Specially Designed Instruction

### **Participants will understand that:**

- The guidelines for differentiated instruction and the principles of Universal Design for Learning (UDL) are closely aligned and support all tiers of Florida's Multi-Tiered System of Supports (MTSS).
- Effective differentiated instruction and principles of Universal Design for Learning (UDL) ensures high expectations for all students, access to standards for all students, and increased achievement for all students.
- Planning for meaningful differentiated instruction begins with the teacher's clarity about what is most important for students to know, understand, and be able to do.
- Planning for meaningful differentiated instruction is dependent upon ongoing assessment before, during, and after instruction so the teacher may adjust lesson content, format, and supports to respond to students' needs.
- In a differentiated environment there is a combination of whole group, small group, and partner work, as well as individual assignments.
- Meaningful differentiated instruction utilizes respectful work, determined by assessment information and linked precisely to clear learning goals, which is engaging, interesting, and challenging for each student.
- Meaningful differentiation is not a program and is more than any one particular instructional strategy, tool, activity, or lesson.
- In a differentiated environment each student is valued for his or her contributions and has multiple opportunities to contribute to others and to learn from others' contributions.

### **Participants will be able to do the following:**

- Evaluate their current practice related to the guidelines of Differentiated Instruction and the Principles of Universal Design for Learning.

- Discuss the rationale for differentiation and UDL.
- Determine what is most important for students to Know-Understand-Do.
- Use various sources and types of assessment information to make instructional decisions.
- Identify the characteristics of a responsive learning environment.
- Develop a differentiated task.
- Analyze a differentiated assignment.