

Introduction to Differentiating Instruction

Objectives

June 1, 2022

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 support 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 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.