

Module 2:

“Differentiated Instruction: Maximizing the Learning of All Students”

This module is worth 10 points

Online Module Link:

Link for Online Module: <https://iris.peabody.vanderbilt.edu/module/di/#content>

Module Objectives:

After completing the entire Perspectives & Resources section and reviewing the accompanying activities, you should:

- Understand the key elements of differentiated instruction
- Differentiate instruction based on students’ readiness level, interests, and learning needs
- Differentiate instruction for three main instructional components: content, process, and product
- Evaluate and grade differentiated products
- Prepare your students and your classroom for differentiated instruction
- Take the first steps towards implementing differentiated instruction

*Tasks from Part I, II, and III must be **evaluated** and **signed off** by either your Supervisor or ILC.*

Please complete and turn in the following, attached behind this sheet, to the PL contact at your school.

Checklist		
Assignment	Date Completed (to be completed by participant)	Date Completed (to be completed by Supervisor or ILC)
Part I – Completed module online		
Part II – Hypothetical Situation		
Part III – Assessment		
Participant Name Printed:		Employee ID (E#):
Participant Signature:		Date:
Supervisor / ILC Name Printed:		Supervisor / ILC E#:
Supervisor / ILC Signature:		Date:

Part II – Hypothetical Situation

Use the information you learned from the Online Module to complete this section.

Consider the following hypothetical situations of students who are in need of accommodations. Please explain, in paragraph form, how you would react to **two (2) of the four (4)** situations.

- Situation #1: When teachers differentiate content, the same concept or skill is taught to each student; however, the strategy used to teach the concept or skill might be different for different students. Describe 2 strategies you would use during a lesson that enforces understanding content to a variety of students. (Page 5 of Module)
- Situation #2: When teachers begin teaching a lesson (differentiating process), they often teach the same concept or skill to each student; however, the manner in which each student makes sense of the topic or skill can vary. Describe 2 strategies you would use to help assist students in processing the skills necessary to master the information processed. (Page 6 of Module)
- Situation #3: When teachers differentiate product, they assess the same concept or skill for each student at the end of a unit of study; however, teachers offer their students a variety of ways to demonstrate their knowledge. Describe 2 different forms of assessment that you could use to mastery of the standards. (Page 7 of Module)
- Situation #4: Sketch a classroom setting where you would ensure that the classroom would be catered to differentiated instruction to allow success in the academic environment. After you sketch your classroom, reflect on why this is the most appropriate setting for your classroom. (Page 10 of Module)

Part III – Assessment Component

Reflect upon the information you learned from the Online Module. Take some time now to answer the following questions. Please note that the IRIS Center does not collect your Assessment responses. You should turn them in to your supervisor or ILC along with the check list for evaluation. If you have trouble answering any of the questions, go back and review the information presented in the Online Module.

1. What is differentiated instruction?
2. Describe at least four significant ways in which differentiated instruction differs from traditional classroom instruction.
3. How can teachers get to know their students? Make sure to include the three characteristics of students that are important for differentiating instruction and give at least two examples of how teachers can learn about each.
4. Ms. Hasbro has taught high-school Spanish for ten years. She would like to start differentiating instruction and needs to make some changes.
 - a. Explain why each of Ms. Hasbro's classroom practices listed below is not a differentiated practice.
 - b. Describe what Ms. Hasbro can do differently with each of them.
 - Delivers instruction primarily by lecturing
 - Does not permit students to retake tests they have failed
 - Records zeros for missing assignments
 - Groups students at the beginning of the year based on the previous year's achievement test scores
 - Gives bonus points for classroom participation
 - Gives a test every Friday
5. Think back to a class you took in high school. Describe both the class and how the teacher typically conducted it. Describe five elements that you would change to make it more differentiated. (Make sure to include at least one each for content, process, and product.)

*Upon completion of the Online Module, the Hypothetical written task, and the Assessment written task, submit all work and this document to either your Supervisor or ILC who will evaluate your responses. The task evaluator will contact the PL Department of your successful completion of this course.