



LILIE, LLC Course Information

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**More detailed course curriculum, including graduate level, alignment with standards, culturally responsive practices, assessments and resources, can be provided upon request*

Title of Course: Classroom Strategies of Differentiated Learning

Course Description: Today's students must have the ability to critically think and learn while engaging in rigorous instruction. Realistically, though, all students cannot meet these demands in the same way. At its core, differentiated instruction is a method that embodies critical thinking, constructivism, and interdisciplinary instruction, key concepts of the Common Core Standards. In addition, through the application of higher-level thinking skills as a result of differentiated instruction, students are better prepared for college and career. While it is essential for students to become independent thinkers, educators want to ensure that students have the skills to not only question social injustices that are represented through reading, writing, and speaking tasks, but in the world around them. Participants will learn how to use differentiated instruction and assessments that allow students to demonstrate their understanding of new learning in multiple ways and produce high-quality work that reflects their own readiness, interests, cultures, backgrounds, and learning that is individualized.

This course will delve into the philosophy of differentiated instruction to ensure a complete understanding of what it means to differentiate, how to develop a sense of community in the classroom environment to foster differentiation, ways to consistently assess students to purposefully modify instruction, and a myriad of strategies. It is extremely important that educators have the necessary tools to develop lessons where the content, process, and/or product is based on students' needs, but continue to address both the Common Core Standards and content area requirements; differentiated instruction is one teaching approach to ensure individual student success because it's based on designing instruction and assessment to accommodate a 21st Century learner and allows students to use their own life experiences and involvement in their learning experiences to adopt a mindset that reflects tolerance, kindness, and acceptance, the ability to respectfully challenge and question the misrepresentation of various perspectives, and use language and student-centered vocabulary and examples as the driving force in the way that instruction is presented and designed. Using differentiated tools and strategies, resources and materials are a perfect way to address critical consciousness and cultural responsiveness, where educating students about their own cultures and the cultures of those around them is the focus. When students have exposure to learning experiences that are individualized, but highlight and respect the diversity that is represented in the classroom and world around them, they are more likely to become more aware of the ways to accept others and learn how to stand up for others in situations when they realize that is not happening.

Instructor Consultation and Interaction

The course is an asynchronous online course that is available for instructor and student participation 24/7. The four-week duration of the class is broken down into four weekly sections each comprised of lecture in the form of instructor created articles and content, web links to academic and professionally reviewed articles in the discipline of general education, and instructor created discussion questions which are, in and of themselves, formative assessments to determine the extent to which the enrollees have comprehended and mastered the skills and information and begun to apply it to their personal teaching practices. The answers to these questions are the basis for the class interaction, as enrollees are required to respond to each other within the classroom.

Proof of Course Completion

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits provided by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructor that reflect the content, skills/ strategies learned and assessments covered in course. These enrollee postings must be made six times each week, in separate sessions, and including a minimum of 4 academic posts and at least 2 peer-peer comments of others' postings and possible shared assignments. Enrollees are required to submit a detailed reflective feedback in combination with the archived work. Attempts to falsify record or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Session I

<p>Objectives</p>	<p>Participants will be able to</p> <ul style="list-style-type: none"> • identify and assess current understanding of differentiated instruction • describe philosophy of differentiation and how to modify current classroom practices to include key principles of DI while supporting students who question social injustices, and also develop an awareness and tolerance for cultural, religious, and personal differences • explain the role of content, process, and product in a differentiated classroom and the ways that this philosophy can be used to enhance critical consciousness and cultural responsiveness • compare and contrast an exemplary differentiated classroom with personal classroom to identify necessary • evaluate how differentiated instruction can be used to meet the demands of all standards and enhance instruction designed to address critical consciousness and cultural responsiveness • create a sense of community among students learning remotely
<p>Topics</p>	<ul style="list-style-type: none"> • What is DI? • Content, Process, and Product • Basic reasoning behind connection to student interest, student choice, and student readiness • Using differentiation as a method to address critical consciousness and cultural responsiveness • A Differentiated Classroom • Differentiated Instruction and the Common Core Standards/Next Generation Learning Standards
<p>Application to Instruction & Student Learning</p>	<p>This week is critical in supporting enrollees as they move forward in their application of differentiation because it provides the foundation of this methodology and how it can be used to address the current need for students to have cultural awareness and acceptance while questioning social injustices around them. Without this understanding, enrollees may have inaccurate or incomplete perspectives of what differentiated instruction actually is, how to effectively accommodate individual student needs, and how to foster an appropriate learning environment that will allow students to engage in quality instruction that also highlights critical consciousness and cultural responsiveness. Enrollees will have the ground work to correctly plan instruction and assessment as a result of thoroughly examining and discussing content, process, and product. With this knowledge, enrollees can begin to assess their own use of differentiated instruction to continue to address curriculum and content objectives and critical consciousness and cultural responsiveness. Using examples as a guide, enrollees will be able to make changes to the way their classrooms are organized and how they function to result in the most supportive learning environment to foster differentiation.</p>

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Session II

Objectives	<p>Participants will be able to</p> <ul style="list-style-type: none"> • compare personal approach to gaining student information with the ideas and strategies discussed this week • explain how students’ interests and learning preferences is valuable information for students and teachers • select questions to answer as a means of applying the concept of student choice and use this experience to motivate enrollees to provide their own students with more involvement with assignment selection • describe the differences among Gardner’s Multiple Intelligences, Robert Sternberg’s Triarchic Theory, and the Dunn and Dunn School Based Learning Styles and evaluate how this information can support them in knowing their students more to design instruction that is culturally diverse to promote awareness and acceptance • summarize how classrooms with diverse learners require enrollees to modify current instructional practices • identify ways to digitally get to know students
Topics	<ul style="list-style-type: none"> • Student Interest Surveys • Personal Learning Style Surveys • VAK • Gardner’s Multiple Intelligences • Robert Sternberg’s Triarchic Theory • Dunn and Dunn School Based Learning Styles • Critical consciousness and cultural responsiveness paired with differentiation instruction • Student readiness • Developing professional goals
Application to Instruction & Student Learning	<p>Enrollees will engage in discussions that focus on two possible ways to modify instruction: student interest and student learning styles. As a result, enrollees will understand the importance of knowing their students as much as possible and the role this plays in quality differentiated instructional practices. They will also choose surveys from a variety of options that can be used to identify their own students’ interests, and learning styles based on examining a number of different educational theories. This insight about their students, will allow enrollees to be more prepared to determine how to appropriately modify instruction and identify ways that they can use this information to incorporate instruction that supports critical consciousness and cultural awareness. When students have knowledge about their own students’ religions, cultures, races, and sexual orientation, they are able to design instruction that results in students making real-life connections and begin to understand ways to create change. This step is the foundation for all planning, instruction, and assessment based on students’ individual needs. Enrollees can also examine current practices to learn about their students and make adjustments where needed based on this week’s topic.</p>

Session III

<p>Objectives</p>	<p>Participants will be able to</p> <ul style="list-style-type: none"> • demonstrate understanding of differentiation strategies by selecting tasks that require an assignment, activity, or lesson • analyze created tasks to identify additional revisions to be made for current implementation of strategies • evaluate the effectiveness of instruction that incorporates differentiated strategies • identify a new differentiated instructional strategy and those that support critical consciousness and cultural responsiveness <p>create breakout groups/rooms using Google Meet or Zoom to facilitate virtual collaboration and cooperative learning using flexible grouping strategies</p>
<p>Topics</p>	<p>Differentiated Instruction and Content Specific Strategies:</p> <ul style="list-style-type: none"> • Choice Boards/Menu Boards • Compacting • Learning Centers • Tiering • Flexible Grouping • Designing Differentiated Instruction for a Diverse Population
<p>Application to Instruction & Student Learning</p>	<p>This week allows enrollees to develop assignments, activities, and/or lessons that address a content area topic and include a differentiated teaching strategy that can be used to encourage students to question social injustices while developing an awareness and tolerance for all students’ backgrounds including race, gender, culture, religion, and sexual orientation. Through the creation of these tasks, enrollees will be able to analyze and evaluate the quality of instruction and identify future modifications. When possible, enrollees will be able to provide feedback on the effectiveness of these strategies based on the experience of teaching the lesson to students. After researching a new differentiated strategy and sharing it, all enrollees will have an even more in-depth list of strategies that they can utilize. The assignments are specifically formatted so that individual participants can select the assignments based on their individual needs very much like a differentiated classroom. The experience provides educators real-life learning that reflects an actual differentiated classroom and provides them with an opportunity to design instruction that truly reflects students’ needs and models for students, ways to discuss, read, and write about multiple cultural perspectives respectfully.</p>

Session IV

<p>Objectives</p>	<p>Participants will be able to</p> <ul style="list-style-type: none"> • create a project- based learning assignment that includes a driving question and a cumulative task that reflects critical consciousness and cultural responsiveness • design effective formative assessments that determine student understanding and allow for student choice • apply key differentiation concepts by developing a lesson plan that implements one strategy discussed in this course that specifically supports an opportunity for
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	<p>questioning social injustices as well as identifying key ways to stand up both inside and outside the classroom</p> <ul style="list-style-type: none"> • utilize various formats of presentation to address and support individual students' needs • justify how this specific lesson plan is effective in supporting diverse learners and addressing all necessary standards • evaluate how knowledge gained from this course will impact personal planning, instruction, and assessment design digital assessments
<p>Topics</p>	<ul style="list-style-type: none"> • Project Based Learning • Modifying Assessment • Differentiated Lessons by Content Area • Reflection
<p>Application to Instruction & Student Learning</p>	<p>Enrollees will learn about Project Based Learning, a project for students to work on individually to move beyond content area concepts and create an example that will include a question and assessment. This assignment is a wonderful opportunity for participants to include an aspect of this project that prompts students to question social injustices and identify various ways that they are able to support all individual both inside and outside of the classroom. In addition, enrollees will apply their knowledge and design assessments for students. They will complete a lesson plan that will reflect what they have learned about differentiated instruction and how it pairs beautifully with cultural awareness, and identify how this course will have an immediate and long-term impact on planning, instruction, and assessment. Through the development of a PBL task, formative and summative assessments, and a lesson plan that includes differentiation, enrollees will have materials for current or future units of study. Enrollees will be able to evaluate their work for modifications.</p>