



LILIE, LLC Course Information

© Copyright Notice

The information below is proprietary information of LILIE, LLC and subject to copyright laws and restrictions. Access to this content is licensed solely to teachers seeking to evaluate it as a professional development option. LILIE, LLC reserves the right to revise the content and will pursue all available legal remedies for misuse of the content herein.

**More detailed course curriculum can be provided upon request*

Title of Course: Classroom Strategies of Differentiated Learning

Course Description: This class will introduce the concepts behind differentiated instruction and will dissect the various ways a teacher can differentiate his/her own teaching. Teachers will learn to recognize the different learning styles, abilities and interests of students while enhancing certain classroom elements such as grouping, lesson planning, and assessments to target the individual students' learning needs. Topics to be covered include, but are not limited to, multiple intelligences, right- and left-brain understanding, interest inventories, group configurations, as well as a survey of various useful online resources helpful in creating and managing a successful differentiated classroom.

Overall Course Objective and Expectation(s): As a result of taking the course, participants will learn the following concepts:

- Application of various differentiated instruction techniques that may be used to modify traditional teacher-based lessons into highly creative student-based lessons.
- Investigation of various models for teaching to learning styles, readiness levels, and interests, as well as how and when to group.
- Exploration of the components of a successful differentiated lesson.
- Evaluation of lessons to determine how to tweak them in order to ensure maximum student learning and participation.

Course Instructional Materials:

All courses maintain a fully developed and dynamic webpage that houses all resources, reference material and various other required informational texts, videos and alike that is both active and relevant to course objectives and content. Course web pages are routinely updated to reflect most current research and available readings therefore instructional materials used to teach course objectives are subject to change.

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 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 arena.

By providing a wide variety of professional articles, peer reviewed journal pieces and researched instructor created content that addresses the needs of all K-12 educators and by encouraging interactive dialogue among the enrollees, this course will encourage and require application, discussion and peer feedback of said strategies and understanding in teaching students within a teacher's own individual classroom practices. The discussion and feedback will give us our own meta-assessment of useful, research based and practiced strategies and techniques for addressing the needs of our varied students thus giving them more opportunity to truly excel.

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 reflection 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

Week 1

Topic(s): Introductions; Definition of Differentiated Instruction; Levels of Learning; Elements of Curriculum; Students in a Healthy Classroom

Objectives:

- To have students become familiar with the instructor's background and the backgrounds and interests of their classmates.
- To review students' knowledge of differentiated instruction.
- To expose students to the different levels of learning and elements of curriculum.
- To explore the behaviors of students in a healthy classroom.

Impact on Classroom Instruction: The students will be able to utilize the newly acquired knowledge in the preparation of their lesson plans, and they will be able to create a more effective classroom-learning environment.

Learner Outcomes:

- Students will be able to share experiences and instructional techniques with one another and interact with the instructor.
- Students will know the definition of differentiated instruction and its importance in developing lesson plans and providing students with healthy learning experiences.
- Students will be familiar with various levels of learning and they will be able to use the concepts in their daily instruction.
- Students will become aware of the elements of curriculum and the connection between these and differentiated instruction.



Week II

Topic(s): The student profile; Multiple intelligences; Learning styles; Teaching with the brain in mind; Environment; Learning inventories

Objectives:

- To have students explore student learning profiles.
- To have students examine the multiple intelligences and their impact on classroom instruction.
- To have students analyze the various learning styles

Impact on Classroom Instruction: Classroom instruction and the learning environment will become enhanced as a result of the teacher's better understanding of how students can learn more effectively.

Learner Outcomes:

- Students will be able to explore the theories on how people traditionally learn in a classroom.
- Students will explore different student inventories to determine how to best assess the learning styles of the students in their own classrooms.
- Students will become familiar with ways to adjust their teaching methods in order to best suit the needs of every type of learner in their classroom.



Week III

Topic(s): Differentiation: What, How, and Why?; Instructional strategies that support differentiated instruction (assessment)

Objectives:

- To have students examine how to create their own differentiated classroom.
- To give students suggestions for differentiated activities and assessments.
- To allow students the opportunity to create their own differentiated activities.

Impact on Classroom Instruction: Students will be able to see how differentiated techniques can be integrated into the classroom and become more comfortable with creating this type of learning environment for their students. In addition, students will create a unit plan for a topic they currently teach utilizing as many of the differentiated techniques that they have learned.

Learner Outcomes:

- Students will be exposed to various differentiated activities and assessments that may work in their own classroom.
- Students will be able to determine the differentiated techniques that will work best with their content/subject area.
- Students will create a unit plan for a topic they currently teach that employs differentiated activities and assessments.



Week IV

Topic(s): Creating/modifying lessons that reach all learners

Objectives:

- To have students explore the effectiveness of differentiated lessons.
- To ask students to apply what they have learned about differentiation in their own classrooms.

Impact on Classroom Instruction: Students will be able to utilize differentiated lesson plans and they will be able to use ability-based assessments on a frequent basis to test student learning.

Learner Outcomes:

- Students will be able to reflect upon the differentiated lessons created by other teachers in the course.
- Students will be able to understand why differentiation will work in their own classrooms.
- Students will be able to create a research paper about a learning style and how to apply it to today's classroom.