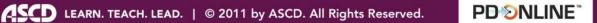
## **Differentiated Instruction: An Introduction**

In *Differentiated Instruction: An Introduction,* you will build a conceptual understanding of the model of differentiated instruction (DI), including the philosophical underpinnings of this model. You will explore characteristics and key elements of differentiated instruction, as well as beliefs that guide the DI model and the five nonnegotiables of differentiated instruction: high-quality curriculum, welcoming classroom environment, ongoing assessment, flexible grouping, and respectful tasks. You will also discover how differentiated classrooms differ from traditional classrooms and what concerns teachers have about practicing differentiated instruction. Finally, you will review the steps for getting started with differentiated instruction and obtaining buy-in from students, parents, and other stakeholders.

By the end of this course, through video examples, in-depth readings and reflections, and practical applications, you'll be ready to start planning for differentiation in your teaching practice. More specifically, as a result of the course, you will:

- Evaluate your current beliefs and practices in light of the DI model and philosophy.
- Demonstrate emerging skills in evaluating the use of five nonnegotiables of DI in your own classroom and in classrooms of others.
- Begin differentiating the content, process, and product of your lessons based on the readiness, interests, and learning profiles of your students.
- Map out a plan for getting started with DI.
- Design strategies for creating student and parent buy-in for differentiated instruction.

In the spirit of differentiation, please feel free to choose the sequence of the course modules and module elements in the way that suits your readiness, interests, and learning profile.





The following table includes the essential questions that each module of this course is based on, as well as the key objectives—what you will know, understand, and be able to do after completing each of the course modules.

Mod	Module 1: What Is Differentiated Instruction, and Why Do We Need It?		
Essential	What is differentiated instruction?		
Questions	Why do teachers need to differentiate?		
Know	A definition of differentiated instruction (DI)		
	What DI is and isn't		
Understand	<ul> <li>Differentiated instruction is both a way of thinking about teaching and learning and a model for guiding instructional planning that responds to student needs.</li> </ul>		
	Students' varied needs are the reason for differentiation.		
Do	Explore key characteristics of differentiated instruction.		
	<ul> <li>Assess and reflect on your own teaching beliefs and practices in relation to DI.</li> </ul>		
Module 2: Beliefs That Guide Differentiated Instruction			
Essential Questions	What teacher beliefs guide a differentiated classroom?		
Know	A definition of the growth and fixed mind-set		
	What beliefs point to differentiated instruction		
Understand	<ul> <li>Differentiated instruction is guided by a teacher's core beliefs about the nature of intelligence, the factors influencing motivation for learning, and the roles of teachers and students in the learning process.</li> </ul>		
Do	Differentiate between fixed and growth mindset among students and teachers.		
	<ul> <li>Evaluate and reflect on your own teaching beliefs and practices in relation to fixed and growth mindset.</li> </ul>		
	Module 3: Non-Negotiables of Differentiated Instruction		
Essential Questions	What are the nonnegotiable elements of a differentiated classroom?		
Know	Nonnegotiable elements of DI: classroom community, high-quality curriculum, ongoing assessment, flexible grouping, and respectful tasks		
Understand	Effectively differentiated classrooms are marked by five interdependent nonnegotiable elements.		
Do	Examine the nonnegotiables of DI.		
	<ul> <li>Analyze how nonnegotiables of DI are reflected in classrooms of others and in your own classroom.</li> </ul>		



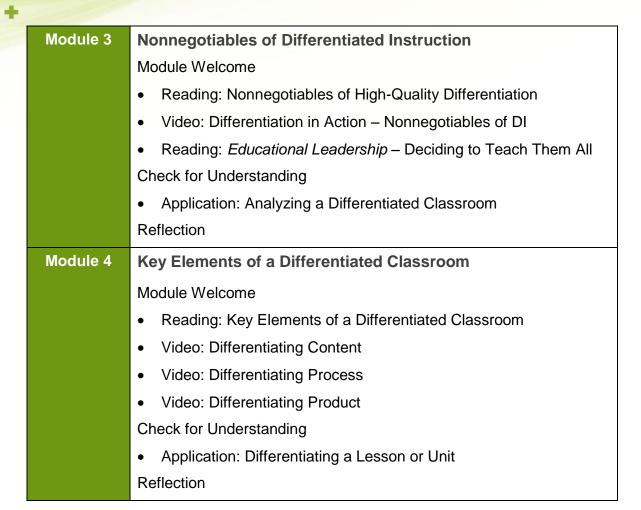


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	Module 4: Key Elements of a Differentiated Classroom		
Essential Questions	<ul> <li>What are the key curriculum-related elements that can be differentiated?</li> <li>What are the key characteristics of students that drive differentiation?</li> </ul>		
Know	<ul> <li>Definitions of differentiating content, process, and product</li> <li>Definitions of student readiness, interests, and learning profiles</li> </ul>		
Understand	Teachers can differentiate content, process, and product based on student readiness, interests, and learning profiles.		
Do	<ul> <li>Explore key elements of a differentiated classroom.</li> <li>Analyze a differentiated lesson and differentiate your own lesson or unit.</li> </ul>		
	Module 5: Getting Started with Differentiated Instruction		
Essential Questions	What is the best way to get started with differentiated instruction?		
Know	Low- and high-preparation strategies used to differentiate instruction		
Understand	Any teacher can begin to proactively incorporate elements of DI into an existing classroom practice.		
	<ul> <li>Low-prep and high-prep instructional strategies can help teachers begin to implement differentiation in manageable ways.</li> </ul>		
Do	<ul> <li>Review common concerns about implementing differentiated instruction.</li> <li>Assess how consistently your teaching practices display key</li> </ul>		
	characteristics of differentiated instruction.		
	Map out a plan for enhancing differentiated instruction in teaching practice.		
Module 6	Module 6: Creating Buy-In for Differentiation from Students, Parents, and Others		
Essential Questions	<ul> <li>How can teachers create buy-in for differentiation from students, parents, and others?</li> </ul>		
Know	<ul> <li>Six questions teachers should discuss with students when introducing and implementing DI</li> </ul>		
Understand	Teachers can create buy-in for differentiation by evaluating what objections others might have to DI—and why.		
	<ul> <li>Teachers can help students, parents, and others understand what DI is and isn't by helping them redefine fairness, providing concrete analogies, and practicing DI effectively in the classroom.</li> </ul>		
Do	Create student buy-in for implementing DI by facilitating six discussion topics.		
	<ul> <li>Establish procedures for getting buy-in for implementing DI from parents and other stakeholders.</li> </ul>		



Module 1	What Is Differentiated Instruction, and Why Do We Need It?
	Module Welcome
	Video: Giving Rise to the Idea of Differentiation
	Reading: What Is Differentiated Instruction and Why Differentiate?
	Video: A Way of Thinking About Teaching and Learning
	Video: Meaningful Differentiation Is Proactive
	Reading: Differentiating in Mixed-Ability Classrooms
	Video: Learning to Differentiate Instruction
	Check for Understanding
	Application: Aligning Beliefs and Practices
	Reflection
Module 2	Beliefs That Guide Differentiated Instruction
	Module Welcome
	Reading: Beliefs That Guide Differentiated Instruction
	Video: Fixed and Growth Mindsets
	Reading: Educational Leadership – Even Geniuses Work Hard
	Video: The Shift Toward the Growth Mindset
	Reading: Educational Leadership – Notes from an Accidental
	Teacher
	Video: Differentiation Philosophy in Action
	Check for Understanding
	Application: Distinguish Between the Fixed and Growth Mindsets
	Reflection





Module 5	Getting Started with Differentiated Instruction
	Module Welcome
	Video: Getting Started with Differentiated Instruction
	Reading: Getting Started with Differentiated Instruction
	Video: Barriers to Differentiation
	Reading: Educational Leadership – One Kid at a Time
	Check for Understanding
	Application: Enhancing Classroom Practice Competency
	Reflection
Module 6	Creating Buy-In for Differentiation from Students, Parents, and Others
	Module Welcome
	Video: From Controlling to Inspiring
	Reading: Creating Buy-In from Students, Parents, and Others
	Video: Introducing Differentiated Instruction to Students
	Video: Partnering with Parents
	Check for Understanding
	Application: Introducing Differentiated Instruction to Students
	Reflection

## Resources

## **Texts**

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## Video

ASCD (2001). At Work in the Differentiated Classroom: Managing the Classroom. [DVD]. Alexandria, VA.



- ASCD (1997). Differentiating Instruction: Creating Multiple Paths for Learning. [Video Program]. Alexandria, VA.
- ASCD (1997). Differentiating Instruction: Instructional and Management Strategies. [Video Program]. Alexandria, VA.
- ASCD (2008). Differentiated Instruction in Action: High School [DVD]. Alexandria, VA.
- Tomlinson. C. A. (Speaker). (2011). Interview by David Hargis [DVD]. Unpublished interview.