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EDTL 7100

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**UNIT LEARNER OUTCOMES**

*Professional Development Workshop on Differentiated Instruction*

**Using Bloom’s Taxonomy:**

**SUBUNIT 1:** *What is Differentiated Instruction?*

* Students will explore/investigate research articles/books/resources to discover what it means to differentiate instruction. (Memory/Recall)
* Students will discuss their findings with peers. (Comprehension)
* Students will create/construct a self- or group- definition of what differentiated instruction means to them. (Application)
* Students will examine the three key components of differentiated instruction: flexibility of content, flexibility of process, and flexibility of product. (Memory/Recall)
* Students will be able to indentify characteristics of these three components. (Analysis)

**SUBUNIT 2:** *Why is Differentiated Instruction Important?*

* Students will/investigate explore research articles/books/resources to discover why differentiated instruction is important. (Memory/Recall)
* Students will engage in open small-group and whole-class discussion about why differentiated instruction is important in their own classrooms. (Comprehension, Application, Evaluation)
* Students will generate a list or visual representation to illustrate the class findings on the importance of differentiated instruction. (Application, Comprehension)
* Students will be able to recognize the need for differentiated instruction in the school curriculum. (Comprehension)
* Students will be able to outline the importance and value of differentiating instruction. (Memory/Recall, Analysis, Comprehension)

**SUBUNIT 3:** *Preparatory Steps: Getting to Know Your Students*

* Students will discuss the importance of knowing students (and student differences) to properly implement differentiated instruction. (Comprehension)
* Students will examine four student characteristics likely to result in differences and represent a need for differentiated instruction: student needs, student interests, student abilities, and student backgrounds. (Memory/Recall, Analysis)
* Students will brainstorm ways to assess students in these four areas. (Synthesis)
* Students will process and discuss the importance of recognizing (awareness) and acknowledging these student qualities and differences among student’s qualities in curriculum and teaching. (Comprehension, Evaluation)
* Students will develop a “tool” to assess their students based on each of the four categories: student needs, student interests, student abilities, and student backgrounds. (Synthesis, Application)
* Students will conduct these “tools” in their classrooms and evaluate their findings and their usefulness in creating a differentiated curriculum. (Synthesis, Evaluation)

**SUBUNIT 4:** *Implementing Differentiated Instruction: Methods/Instructional Strategies*

* Students will learn how to differentiate instruction. (Memory/Recall)
* Students will explore/investigate research articles/books/resources to discover how to differentiate instruction. They will search for methods/instructional strategies to create flexible content, flexibility in process, and flexible products. (Memory/Recall, Analysis)
* Students will observe several videos of classroom teaching and identify/detect aspects of differentiated instruction. (Comprehension, Analysis, Evaluation)
* Students will compare how these research-based strategies for differentiating instruction relate to the strategies they currently use in their classrooms and see in their schools. (Comprehension, Analysis)
* Students will create a chart representing their findings on differentiated instruction methods and address *how* these methods meet the diverse needs, abilities, interests, and background of students. (Comprehension, Application, Analysis)
* Students will demonstrate their understanding of differentiated instruction methods by developing two lessons utilizing differentiated instruction and the methods they have researched. (Synthesis, Comprehension, Application)
* Students will implement differentiated instruction in their classrooms by teaching the two lessons they created. (Application)

**SUBUNIT 5:** *Reflection and Assessment: Evaluating Effectiveness*

* Students will learn the importance of continuous, frequent reflection and assessment in determining the effectiveness (or ineffectiveness) of their teaching. (Memory/Recall)
* Students will also learn the importance of continuous, frequent reflection and assessment (re-evaluation) of their students’ performance. Students (educators) will be encouraged to analyze the appropriateness of the work their students are completing and adjust accordingly. (Memory/Recall, Evaluation)
* Students will critically reflect and evaluate on the implementation of their lessons; both on behalf of their teaching and instruction as well as the performance of the students. (Evaluation)
* Students will distinguish areas for improvement in future lessons. (Evaluation