

Wrap Up

Let's wrap-up our learning...

Summary:

Students come to class with different interests, learning styles, and readiness levels. As educators, it is our job to meet the unique needs of each student. We can do this by differentiating instruction. We can differentiate the content we teach, the process in which we teach it, and the products we ask our students to create. Content refers to what students will learn. Differentiation of content can mean a change in the material being taught such as a book report that is required of all students, however, students may choose their own topic to research. Differentiation of process means that activities in which students make sense of key ideas is differentiated in a way that allows students learn new material in multiple ways. For example, students can use the internet, books, or interview a local expert to research a topic. When referring to product in differentiated instruction, product is how students show and extend what they have learned and what they know. By differentiating product, students are allowed opportunities to show their learning in various ways. This could mean that students choose from a formal report, a podcast, an artistic representation, or many other forms of product that would represent their learning

Revisit Initial Thoughts:

1. What is differentiation?
2. Why is differentiation important?
3. How do you differentiate content, process, and product?
4. What are some differentiated instructional strategies?

Reflection:

Now that you have learned more about differentiated instruction, what are your answers to these questions? Are they the same or have they changed? Reflect by writing in your personal journal or utilizing PENZU.

Advocate for Differentiated Instruction

Now that you have learned the importance of differentiated instruction in the classroom, you are expected to advocate for the use of differentiated instruction as teaching and learning processes that meet the needs of all students. Feel free to share this Professional Learning Module with your colleagues or use the information you have gained in collaboration with your Professional Learning Communities. Another idea would be to start a book study with a group of colleagues that are interested in deepening their understanding of differentiated instruction.

Some ideas for book studies include *The Differentiated Classroom: Responding to the Needs of All Learners* by Carol Tomlinson or *Differentiating Instruction with Technology in K-5 Classrooms* by Grace Smith and Stephanie Throne.