



Johns Hopkins University

School of Education

Differentiating Instruction

Module Description

This module focuses on research-based approaches to developing content literacy, a critical component for student achievement in the content areas. Educators will learn and apply assessment practices, including diagnostic, portfolio, and student self-assessments, which pinpoint students' content literacy strengths and areas for improvement. Educators also will learn and apply instructional strategies to use before, during, and after engaging with content area texts and materials. An emphasis will be on responsiveness to students' learning differences (e.g., language, culture, learning styles, multiple intelligences, learning difficulties/disabilities, and giftedness).

Length: 5 Weeks

Program Outcomes:

Candidates will:

- Engage students with rigorous content
- Plan purposefully and execute effectively to reach the vision/goal; work relentlessly to maximize learning and continually increase effectiveness

Module Description

InTASC Standards:

Standard 2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard 7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Module Objectives:

Educators will be able to:

- Design and implement differentiated lessons based on assessment data and identified learner variances
- Invest students and families in differentiation
- Organize and manage a differentiated classroom
- Synthesize learning about differentiating instruction

Module Description


Required Texts, Articles, and Websites:

- Tomlinson, C. A., & Imbeau, M. B. (2010). *Leading and managing a differentiated classroom*. Alexandria, VA: ASCD
- Teach For America. (2011). *Instructional planning & delivery*. Retrieved from http://www.teachingasleadership.org/sites/default/files/Related-Readings/IPD_2011.pdf

Required Media:

- Laureate Education, Inc. (Executive Producer). (2012). *Differentiating instruction*. Baltimore, MD: Author.

Assessments and Schedule

Module Outcomes	Assessments	Start Date	Due Date
CMWBAT: (<i>The corps member will be able to...</i>) MO1. Design and implement differentiated lessons based on assessment data and identified learner variances	Differentiated Lesson 	Week 1	End of Week 4
	Discussion: Lesson Analysis	Week 1	Initial post by end of Week 1 Response to colleagues by end of Week 5
MO2. Invest students and families in differentiation	Family Investment Communication	Week 2	End of Week 2
MO3. Organize and manage a differentiated classroom	Discussion: Managing Differentiation	Week 3	Initial post by end of Week 4 Response to colleagues by end of Week 5
MO4. Synthesize learning about differentiating instruction	Reflection on Differentiation	Week 5	End of Week 5

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Point Distribution:

POINTS	CATEGORY	ASSESSMENT	POINTS
10	Discussions	Lesson Analysis	5
		Managing Differentiation	5
65	Assessments	Differentiated Lesson	25
		Family Investment Communication	20
		Reflection on Differentiation	20

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Module Description

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determines success in life*. New York, NY: Simon & Schuster.

Module Description

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