William Carey University

School of Education

Students with Disabilities

Module Program for Teacher Re-Certification

The SWD Module Program has been approved for In-service Credit by Association of Christian Schools International to meet the Florida Department of Education SWD renewal requirements as set by the Florida Legislature 2014. There are five modules in the program (each earning four in-service points). These modules can be completed within the school by individuals or teacher teams. The cost of each module is $5.00 an individual ($20.00 for the entire SWD program 20 points). Make your check payable to William Carey University. Submit responses to Dr. Barry Morris at bmorris@wmcarey.edu.

STUDENTS WITH DISABILITIES (SWD) MODULE THREE:
Differentiated Instruction (DI) for SWD

ACTIVITY 1: Project-based Learning (PBL)

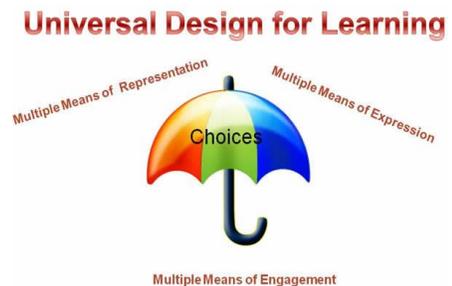**A. Preview the Edutopia website found on https://www.edutopia.org/blog/differentiated-instruction-strategies-pbl-andrew-miller** . Project-based learning (PBL) naturally lends itself to differentiated instruction. By design, it is student-centered, student-driven, and gives space for teachers to meet the needs of students in a variety of ways. PBL can allow for effective differentiation in assessment as well as daily management and instruction. PBL experts will tell you this, but I often hear teachers ask for real examples, specifics to help them contextualize what it "looks like" in the classroom.

1. Identify and discuss six ways that you can differentiate instruction through PBL (200 words or more total).

2. Select two of the methods and describe how you already utilize (or plan to utilize) these strategies in your classroom (100 words or more total).

B. **Review the twitter page on PBL found on
https://twitter.com/hashtag/pbl?lang=en .**

1. **Identify and discuss the ten PBL Teacher Mindsets found
on the twitter page (100 word or more).**
2. **Under the New Tech Network locate the webpage for Q&A
on 'getting smart' at
http://www.gettingsmart.com/2017/07/pbl-qa/ .
In your own words, list and define the seven steps to start
PBL (200 words or more).**

Universal Design for Learning

Multiple Means of Representation

Multiple Means of Expression

Choices

Multiple Means of Engagement

ACTIVITY 2:   Universal Design for Learning (UDL)

A. **Universal Design for Learning was first defined in the 1990's by Meyer & Rose.   UDL is a framework to improve and optimize teaching for all people based on scientific insights into how humans learn. Go to the UDL page on the www.cast.org website located at http://www.cast.org/our-work/about-udl.html#.WZUA3VV97tQ . Respond to the following questions/activities:**

   1. **Review the "UDL at a Glance" video (4 minutes) found on the link above. Provide a 150-word summary or outline of the video highlights. Include the definition of UDL, the 3 brain networks, description of UDL building design for access, and the 3 UDL principles.**

   2. **Upload a copy of a lesson plan in which you employ the principles of UDL. If you do not have a lesson plan that meets the UDL guidelines, revise an existing lesson plan to include the principles described in the video.**
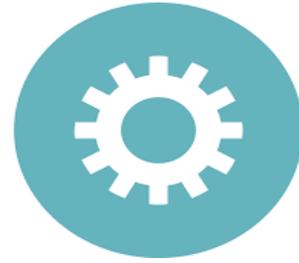
ACTIVITY 3: Tomlinson's Model of DI Content

A. Tomlinson's Model. Go to the wikispace site on Tomlinson's model of Differentiated Instruction at http://differentiatedstrategies.wikispaces.com/ . Differentiated Instruction is a way of teaching that facilitates all types of learners. Throughout this Wiki, you will find a toolbox of Differentiated Instructional strategies and ideas which could be used for a variety of subject areas and grade levels from Kindergarten and on. The hope is this Wiki will help make the planning of a Differentiated Class more effective. The links on the left will take you to a toolbox of differentiated ideas (Tomlinson 2005).

1. Tomlinson's model is based on content (what we teach), process (how we teach), and product (the end result). Focus on CONTENT. Click on content from the menu on the left side of the wiki page. You may also gain ideas by viewing high prep and low prep strategies. Write a two- page summary of how you may adjust the content in your classroom to differentiate instruction for SWD.

ACTIVITY 4: Tomlinson's Model of DI Process

A. **Tomlinson's Model. Go to the wikispace site on Tomlinson's model of Differentiated Instruction at http://differentiatedstrategies.wikispaces.com/ . Differentiated Instruction is a way of teaching that facilitates all types of learners. Throughout this Wiki, you will find a toolbox of Differentiated Instructional strategies and ideas which could be used for a variety of subject areas and grade levels from Kindergarten and on. The hope is this Wiki will help make the planning of a Differentiated Class more effective. The links on the left will take you to a toolbox of differentiated ideas (Tomlinson 2005).**

1. **Focus on PROCESS. Click on process from the menu on the left side of the wiki page. You may also gain ideas by viewing authentic tasks, graphic organizers, and independent work. Write a two-page summary of how you may adjust the process (procedures) in your classroom to differentiate instruction for SWD.**

ACTIVITY 5: Tomlinson's Model of DI Product

A. **Tomlinson's Model. Go to the wikispace site on Tomlinson's model of Differentiated Instruction at http://differentiatedstrategies.wikispaces.com/ . Differentiated Instruction is a way of teaching that facilitates all types of learners. Throughout this Wiki, you will find a toolbox of Differentiated Instructional strategies and ideas which could be used for a variety of subject areas and grade levels from Kindergarten and on. The hope is this Wiki will help make the planning of a Differentiated Class more effective. The links on the left will take you to a toolbox of differentiated ideas (Tomlinson 2005).**

   1. **Focus on PRODUCT. Click on product from the menu on the left side of the wiki page. You may also gain ideas by viewing assessment. Write a two-page summary of how you may adjust the assessment in your classroom to differentiate instruction for SWD.**

ACTIVITY 6: Game-based Learning (GBL)

A. Game-based learning for Elementary

1. **Star Fall is a children's website that teaches basic English, reading, math, and writing skills. The main demographic is for preschoolers and kindergarteners. It may also be used for remediation for other grades. Founded in 2002, the website teaches children how to ready by using games and phonics. Review the website located at http://www.starfall.com/ . Click on the "Learn to Read" selection. Next, select Game 1 "Zac the Rat". Explore what you find on the game-based tool in the story. Describe in 100 words or more how you would use Starfall with elementary children.**

2. **Make two more selections from the main menu and describe what you discover and how it would be used in the elementary classroom (50 words or more).**

B. Game-based Learning for Secondary

1. **Khan Academy is a non-profit educational organization created in 2006 by educator Salman Khan with a goal of creating a set of online tools that help educate students. The organization produces short lectures in the form of YouTube videos. Its website also includes supplementary practice exercises and materials for educators. All**

resources are available to users of the website. Go to Khan Academy Math at **https://www.khanacademy.org/math** . To explore the website and its resources participants must sign into the site using gmail or facebook. For demonstration, go to the first math mission. It assesses the current math ability of the participant in order to estimate the level in the math program for beginning. The choices for math include early math, 1st grade to college, geometry, algebra I and II, and calculus. Select any level to experience the full capacity of the site. In 100 words or more, report what you find on the math site, including math sub-areas available, interactive rewards, ease of use, data collection, etc.

2. **View the Khan Academy computer programming exercises at https://www.khanacademy.org/computing/computer-programming/browse . Explore at least 3 of the games on the homepage.   Report what you find on EACH game you select, Provide a summary and describe the possibilities for using this format in your classroom or school (100 words or more).**

ACTIVITY 7:   Myths and Truths About DI

    A. Go to the Edutopia website to view the DI mythis and truths, according to John McCarthy (2015). The site is found at https://www.edutopia.org/blog/differentiated-instruction-myths-and-truths-john-mccarthy   If you have trouble locating the site, please conduct a google search for the title and author.
       1. **Identify the 3 myths (in your own words; do not copy and paste.**
       2. **Discuss the 3 truths that follow each myth (100 words or more).**

    B. Go to the website on Layered Curriculm by Kathie Nunley (1998) found at http://help4teachers.com/nutshell.htm . If you have trouble locating the site, please conduct a google search for the title and author.
       1. **Review the site, paying particular attention to the three steps in the Layered Curriculum concept: Choice, Accountability, and Promote Higher and More Complex Thinking. Discuss each component in your own words (150 words total).**
       2. **Explain how you layer curriculum by following these steps in your classroom (150 words or more). Give an example of a specific lesson to describe your implementation of the concept.**

END OF MODULE