Brittany Bettin

EDTL 7100

25 February 2010

**SEQUENCING RATIONALE**

*Professional Development Workshop on Differentiated Instruction*

This course has been sequenced according to two patterns. First, it is concept-related in terms of sophistication. Second, it is learning-related in terms of interest. The general understanding behind the sequencing of this course has been designed to provide students with a foundational knowledge on the course subject, create a motivation and value about the course subject, and develop an understanding of how to synthesis, apply, and evaluate the use of the course subject in the school environment.

Subunit one, ‘*What is Differentiated Instruction?’* is the first concept to be introduced. This subunit aims to introduce the concept of differentiated instruction by defining the strategy and introducing three key components. Before proceeding to subunits regarding the importance of differentiated instruction and the process of recognizing and implementing it in the classroom, students must understand *what* differentiated instruction is, as well as what it entails.

The second subunit to be taught, ‘*Why is Differentiated Instruction Important?’* aims to initiate and provoke a student interest in the concept of differentiate instruction while also continuing with the concept-related process of sophistication. Before expecting students to be interested in developing a differentiated curriculum and utilizing differentiated instruction in their classrooms, it’s important they *want* to do so and feel there is importance and value in integrating differentiation in their own teaching. Students will study and explore research expressing the need for and importance of implementing differentiated instruction. Students will also discuss how differentiated instruction would be beneficial in their own classroom.

Next, subunit three, ‘*Preparatory Steps: Getting to Know Your Students’* will be introduced. Logically, this topic makes sense. Teachers must first understand their students’ differences if they are to create a curriculum differentiated to compliment and consider these differences. To create a differentiated curriculum without first understanding students’ needs and differences would not be practical. The importance of contextualizing curriculum is largely visible in this subunit as well – both in terms of contextualizing this professional development workshop for educators and for teachers contextualizing their curriculum to meet the needs and differences of *their* students. Subunit three is in a sense the ‘pre-assessment’ of differentiated instruction, and therefore must precede the subunit involving the actual implementation and evaluation of differentiated instruction.

Fourth, subunit four, ‘*Implementing Differentiated Instruction: Methods/Instructional Strategies’* is taught. As a professional development workshop, it’s important students (educators) are learning strategies they can (and want) to implement in their own teaching to better student learning. By the time this subunit is introduced, students should understand what differentiated instruction is, why it’s important for student learning, and also understand what student needs’ and differences they must meet. Students explore, discuss, and identify methods/instructional strategies that clearly represent differentiated instruction. Students learn multiple strategies for meeting each key component of differentiated instruction; flexibility of content, flexibility of process, and flexibility of product. Students then develop a differentiated instructional design to be used in their own classroom.

The fifth, and final subunit covered within this course is ‘*Reflection and Assessment: Evaluating Effectiveness.’* Students are expected to critically evaluate and reflect on the use of differentiate instruction applied in the previous subunit. Students evaluate the effectiveness of their instructional design and its ability to meet the diverse needs of their students, simultaneously. They will be encouraged to create changes for future implementation and more effectiveness. In this subunit, students learn the importance of continuous, frequent reflection, evaluation, and “re-assessment.” As the final topic for this course, students must understand how reflection and evaluation, of both the teaching and the learning, play a vital role in the success of differentiated instruction.