Brittany Bettin

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**EVALUATION STRATEGY**

*Professional Development Workshop on Differentiated Instruction*

This curriculum design uses a variety of formative and summative assessments to measure, assess, and evaluate student learning. Advocating for two key components of differentiated instruction, the variety of assessment and evaluation strategies utilized aims to differentiate by creating opportunities for flexible processing and products. As a result of assessments, the instructor should be able to determine that effectiveness of this workshop in expressing the meaning, importance, implementation, and reflection/evaluation of differentiated instruction to students. It should also determine the ability of students to develop (synthesize), implement (apply), and reflect (evaluation) on differentiated instruction in their careers.

In subunit one, the instructor must assess the students’ understanding of *what* differentiated instruction is. Students will be formatively assessed through the observation of a course discussion regarding research-based definitions of differentiated instruction and key components. Students’ comprehension will be summatively assessed through the production of a self (or group) thought-out, meaningful, and supported definition of differentiated instruction. Finally, students will be formatively assessed through a small group and class discussion concerning characteristics of each differentiated instruction component. Student participation and the quality of thoughts and contribution will be assessed through observation and dialogue.

Throughout subunit two, students will be assessed for comprehension and analysis of *why* differentiated instruction is important. Ongoing formative assessment will take place in the form of observation, mainly of class discussion on the topic. Students’ comprehension will be also be assessed in several forms of summative assessment. Students will be expected to generate a list/outline or visual representation to illustrate class findings on the importance of differentiated instruction. Students will also compose a brief reflective paper expressing the need for differentiated instruction in the school curriculum.

Subunit three will use formative assessment, again in the form of instructor observation for participation, meaningful connection, and quality of ideas and thoughts to assess students comprehension of the importance of knowing students (needs, interests, abilities, and background information) and ability to synthesize possible techniques or strategies to gain such student information. This subunit also entails a crucial set of summative assessments. In a short reflective piece (paper, poster, podcast, powerpoint, other) 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. Students will be summatively assessed through the development of a “tool” to assess their students based on each of the four categories: student needs, student interests, student abilities, and student backgrounds and a brief summary explaining *how* this “tool” acquires this information. Lastly, students will be summatively assessed through the production of a written reflection evaluating their findings (after conducting it in their classroom) and the usefulness of their self-created “tool” in creating a differentiated curriculum.

The assessment strategies utilized in subunit four are very similar to those of subunit three, however, the focus is now on students’ ability to create and apply differentiation methods/ instructional strategies in their teaching. Students will be summatively assessed by their ability to create a venn diagram, or other chart, comparing similarities and differences in video-represented classrooms utilizing differentiated instruction and the instructional strategies present in their own classrooms and schools. Students’ comprehension of differentiated strategies/instructional strategies and *how* those methods address and meet the diverse needs, abilities, interests, and background of students. Instructors will summatively assess this comprehension through the completion of student-generate charts, to be completed in small groups, representing the appropriate information. The final summative assessment utilized in subunit four comes in the form of a student developed instructional design. This design will include two lessons and must intentionally implement strategies for differentiated instruction.

In the final subunit of this course, students’ comprehension and ability to apply reflection to their own classrooms will be evaluated. Students will be summatively assessed by their ability to reflect and evaluate two dimensions: the effectiveness of their teaching and their students’ performance. Students will be required to analyze and evaluate the effectiveness of their instructional design pieces created in subunit four after teaching them. Students will be summatively assessed through a reflection paper and oral presentation explaining what worked well with the design and what aspects of the design should be changed or altered in the future. Students will also be summatively assessed on their ability to document student improvement (or a lack of) as a result of their differentiated instructional design. This assessment will include written analysis of student work, scores, participation, etc. The instructor will end this subunit with a formative assessment consisting of reflective, pivotal discussion questions engaging students in a whole-class discussion about the importance and vitality of frequent, on-going reflection and evaluation on behalf of both teaching and student learning.

Heavily reliant on summative assessments, this evaluation strategy aims to provide the instructor with clear, thorough evidence students understand what differentiated instruction is, why it is important and valuable in the classroom, and how to appropriately implement and evaluate differentiated instruction in their teaching.