



Learner and Teacher Agency

## ***Understanding by Design and Differentiated Instruction***

### **STAGE 1: DESIRED RESULTS**

#### **Transfer Goal**

Educators will independently know, understand and be able to apply the concept of Differentiated Instruction in mixed-ability classrooms.

#### **Enduring Understandings**

Educators will understand that...

- Differentiation is a way of thinking, not just a teaching strategy
- Differentiated Instruction is designed to enhance the learning of all students
- Diversity is celebrated in a DI classroom
- Differentiated Instruction is based on research about how our brain learns
- Differentiated Instruction incorporates best practices: ie, proven instructional techniques shown to have a positive effect on student learning and achievement
- Stage 3 of Understanding by Design, *The Learning Plan*, is the playground of Differentiated Instruction
- The two models, UbD and DI, support and complement each other.

#### **Essential Questions**

- What is Differentiated Instruction?
- Why use Differentiated Instruction?
- What are the principles underpinning Differentiated Instruction?
- What are the most effective teaching strategies that can be used to differentiate a classroom?
- How might Content be differentiated?
- How might Process be differentiated?
- How might Product be differentiated?
- How might the Learning Environment be differentiated?
- What does assessment look like in a Differentiated classroom?
- How is Differentiated Instruction related to Understanding by Design?

#### ***Educators will know...***

- ways in which the differences among students can be catered for in the mixed-ability classroom, especially in relation to content, process, product, learning environment and assessment
- teaching and management strategies that enhance differentiation
- ways in which the differences among students can be catered for in the mixed-ability classroom, especially in relation to readiness, interests and learning needs



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### ***Educators will be able to....***

- use their knowledge of students to develop personalised and responsive learning experiences for students
- use a variety of Differentiated Instruction strategies to differentiate their curricula
- self-assess and reflect upon their Differentiation practices in order to enhance the learning of all students

## **STAGE 2: ASSESSMENT EVIDENCE**

### **Performance Task 1**

You will construct a Teaching and Learning Unit based on the principles of Differentiated Instruction. This may be carried out individually, in pairs or triads.

The Teaching and Learning Unit will be trialled with a class and two evaluations will be conducted: one by you and one by your students.

### **Self-assessment and Reflection**

- Written reflection

OR

### **Performance Task 2**

You will construct a Teaching and Learning Unit based on the principles of Understanding by Design and Differentiated Instruction. This may be carried out individually, in pairs or triads.



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The Teaching and Learning Unit will be trialled with a class and two evaluations will be conducted: one by you and one by your students.

### Self-assessment and Reflection

- Written reflection

### STAGE 3: LEARNING PLAN

1. Concept Attainment Activity: *Differentiated Instruction*
2. Over a period of time, for example a term, educators will keep a journal that lists, classifies and evaluates the Differentiated Instruction strategies they have used in their classrooms.
3. Over a period of time, for example a term, educators will examine their Teaching and Learning units in the light of the principles of Differentiated Instruction and make adjustments to their units in order to differentiate their instruction to a greater extent.
4. Group Work by Faculties on each aspect of Differentiated Instruction: Content, Process, Product and Learning Environment.  
The task:  
Construct an Attribute web (or Mind Map) that shows the ways in which relevant aspects of DI can be applied in their subject area.
5. Faculty Discussion: Essential Questions, Deep Understandings
6. Faculty Discussion:  
Questivities™ *Differentiated Instruction*  
OR  
Thinkers Keys: *Differentiated Instruction*
7. Faculty Peer Reviews of UbD Teaching and Learning Units.

### References:



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McTighe, J., and Wiggins, G. (2006). *Understanding by Design Workbook*, Melbourne: Hawker Brownlow Education.

Tomlinson, C., and McTighe, J. (2006). *Integrating differentiated instruction and understanding by design: VA*: ASCD.

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