

# Differentiated Instruction for Today's Classroom™ Online

3 GRADUATE CREDIT HOURS

Improve your skills with an online graduate class from PLS 3rd Learning. Discover practical, research-based strategies that impact student learning. Grow with frequent, practical coaching from an experienced instructor. Collaborate with colleagues from around the globe. **Register today at [PLSClasses.com](https://PLSClasses.com).**

## Course Description:

Acquire key knowledge, skills, and strategies to differentiate instruction in your classroom. Learn how to use formal and informal assessment tools to collect student readiness, interests, and learning profiles. Practice differentiating lessons for two or more groups of students at a time.

## Key Outcomes:

- Identify and implement the core principles of DI.
- Analyze the essential elements of the DI learning environment:
  - FRAME-CAB principles
  - Teacher's role
  - DI classroom management
  - Self-directed student learning
- Comprise student profiles to differentiate instruction before and during lessons.
- Provide individualized instruction for specific students in DI learning environments.

## Sample Assessments:

### Assessment 7-D-1: Tiered Lesson for Your Curriculum

1. Create a tiered lesson for your curriculum. Use the "Tiered Lesson Planner" in "S-20: Tiered Instruction" from the DI Strategies Tool Basket, or choose a different format such as a narrative, table, or flow chart. Include the following:
  - a. Grade level, subject, and content topic
  - b. Key concepts (standards or K-U-Dos.)
  - c. Background preparation
  - d. How the lesson is tiered
  - e. Assessments
  - f. FRAME-CAB principles addressed

### Assessment 8-D-2: Implementation Plan

1. Create an implementation plan for DI in your classroom.
2. Consider the following questions before you develop your plan
  - a. On what do I need to focus first?
  - b. What will best help my students prepare for the DI lessons I will use?
  - c. What are some reasonable, practical, achievable goals for getting started?
  - d. How will I incorporate all the components of FRAME-CAB as I prepare my plan?
  - e. With which strategies will I begin?
  - f. How will I inform my students about the DI process?
3. Your implementation plan should include:
  - a. Description of the specific steps you will take to implement DI in your own classroom.
  - b. Explanation of the obstacles and challenges you may face from students, parents, faculty, or administration.
  - c. Plans to address obstacles.
  - d. At least one reasonable goal you can reach within the first month of implementation.
  - e. References to the specific skills you have learned during this course.

## Alignment to Standards:

This course aligns to INTASC, NBPTS, and Charlotte Danielson's *Framework for Teaching* components 1A, 1B, 1C, 1D, 1E, 1F, 2A, 2B, 2D, 3A, 3B, 3C, 3D, 3E, 4A, 4B, 4C, 4E, and 4F.

## Available at PLSClasses.com:

- Class Schedules
- Course Syllabi
- Instructor Profiles
- FAQs

Deposit required. Visit [PLSClasses.com](https://PLSClasses.com) for details.

Please be aware that each state and educational district has its own guidelines and rules. It is your responsibility to make sure that our courses fulfill your school's requirements for professional certification.

To learn more about our online classes or to register,  
visit [PLSClasses.com](https://PLSClasses.com) or call 866.757.2527.

Dear Educator,

PLS 3rd Learning has been committed to the educational community since 1969. Dedicated to supporting teacher effectiveness in K-12 schools, we have impacted the daily practice of more than a half million educators to date. Our graduate level and professional development courses—which are designed and delivered by experienced educators—are rooted in research-based practices, vigorous coursework, and relevant technologies.

**Courses are robust, well-researched, and structured.**

Our reference library features resources from well over 100 experts in education, and our courses cite a wide variety of published works in educational theory and design. Individual courses have specific time requirements, durations, assignments, threaded discussion posts, and other forms of participation due by the end of each module. Most classwork is asynchronous, allowing flexibility for online students. Maintaining a routine schedule enriches discussion and interaction.

**Each course is led by an experienced educator.**

Our course instructors have firsthand experience working with superintendents, administrators, teachers, and students. As qualified content experts and course facilitators for online community and collaboration, each instructor oversees the entire learning experience; connects with participants through class discussions, private messages, and synchronous chats; provides timely, meaningful feedback after each assignment; and is required to be present and active at least once every 24 hours (although most are online often throughout the day).

**Assignments revolve around a community of learners.**

Typical assignments include small and large group class discussions, collaborative projects, and job-embedded activities. In most instances, assignments require participants to make meaningful contributions to the online class community. Instructors read every discussion and response, adding questions and comments to guide participants toward deeper insights and awareness. Other learning activities are submitted privately to the facilitator for further feedback and grading.

Today's K-12 educators face unprecedented pressure from politicians, taxpayers, and parents to boost student performance with fewer resources. PLS 3rd Learning understands this pressure and is well-prepared to support your team with time-tested, research-based, and highly engaging professional development and graduate courses. We would welcome the opportunity to learn how we might contribute to your continued success.

For more information, please visit [PLSClasses.com](http://PLSClasses.com).

Yours in education,

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