

INACT - Inclusive and Innovative Pedagogies for Educators

Curriculum: "Differentiated Instruction for Inclusive Classrooms"

Module Name: *Introduction in Differentiated Instruction*

Title of "In Action Part": *Reflection about the classroom of Mr. Smith and the classroom of Mrs. Rose*

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SCENARIO 1. Reflection about the classroom of Mr. Smith and the classroom of Mrs. Rose

- **The Classroom of Mr. Smith:**

Mr. Smith has always recognized the diverse needs of VET students and adjusted their instruction to account for them. Through one-on-one coaching sessions, designed around his/her specific challenges, implementation of small group activities which are designed around their strengths and weaknesses so that they can tutor each other, personalized course packets with individualized remediation or enrichment materials, reading assignments, and projects, Mr. Smith is addressing a range of student levels, interests, strengths, weaknesses, and goals in his classrooms today.

- **The Classroom of Mrs. Rose:**

narrative part... it will include characteristics of a non-differentiated instruction
Mrs. Rose has assigned 'advanced' VET students to teach 'struggling' VET students while she is not giving to the 'advanced' VET students no homework as well as letting them out of class early or giving them more free play time. Also, she is used to group students into different classes based on their ability and she simply allowing students to choose their own books to read off of a list.

Questions

- *Is there any alternative approach on teaching in the two texts? Identify in which classroom the differentiated instruction is carried out.*
- *What differences can you spot between the two classrooms? List 5 of them.*
- *List 5 characteristics of differentiated instruction.*
- *List 5 characteristics of non-differentiated instruction.*



Time for Action

According to Tomlinson, teachers can differentiate instruction through four ways: 1) content, 2) process, 3) product, and 4) learning environment.

Write down the 5 characteristics of differentiated instruction that you have spot and then think about your own instruction. Do you used them? Do you use anything else rather than those within the texts? If yes, fill in the table by checking the appropriate type regarding the abovementioned typology of Tomlinson.

characteristics of differentiated instruction	Is it by content?	Is it by process?	Is it by product?	Is it by learning environment?
1				
2				
3				
4				
5				
6				
....				

What do you observe?

You can leave your thoughts also in the comment sections.