

Ribas Associates and Publications, Inc.

Ribas Associates and Publications, Inc.  
596 Pleasant Street  
Norwood, MA 02062  
Phone/Fax: 781-551-9120  
Website: ribasassociates.com

## Online Differentiated Instruction and Social-Emotional Learning Workshop/Course #2

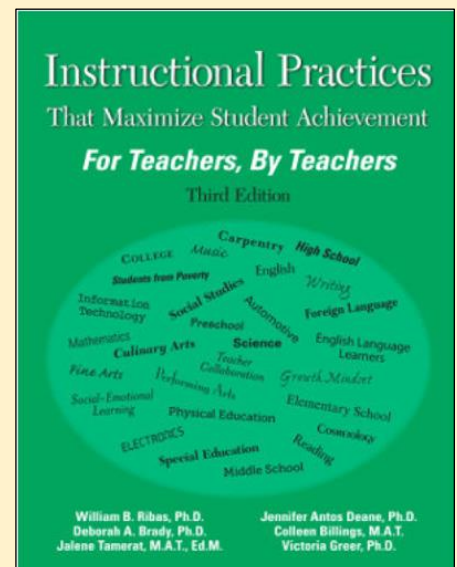
Our self-paced, online programs enable educators to join the program at any point during the course window. You complete work at a rate and at times that best match your life's busy schedule.

**Provides all 15 ESE approved PDPs in Special Education  
required for Professional Re-licensure.**

### Learning Objectives:

**After this workshop, participants will be able to:**

- Identify and apply the components of differentiated instruction (content, process, and product).
- Identify and apply assessment of learning and assessment for learning.
- Develop the skills required to manage a differentiated instruction classroom.
- Develop measurable mastery objectives that reflect multiple levels of mastery and connect to specific curriculum content and the activities that inform them with considerations for learning style, English language proficiency, special needs, cultural influences, gender, effects of poverty, and brain development.
- Develop skills in questioning that increase student participation, assess learning, deepen student understanding and activate previous learning.



## **Module 1: Assessment of Student Work for Effective Differentiating of the Instruction**

Taking into consideration students' learning style, special needs, cultural influences, English language proficiency, gender, effects of poverty, and brain development, the participants will be able to:

- Describe the various purposes for assessment.
- Define the similarities and differences between summative and formative assessments.
- Define the similarities and differences between product and performance assessments.
- Create unbiased teacher-made product and performance assessments that gauge levels of student mastery on the stated objectives, both formatively and summatively.
- Write rubrics and criteria sheets (a.k.a. scoring guides) that assess student products and performances on those concepts that are difficult to quantify for assessment.



## **Module 2: Questioning Skills for Regular and Special Education Students**

Taking into consideration students' learning style, special needs, cultural influences, English language proficiency, gender, effects of poverty, and brain development, the participants will be able to:

- Increase the number of general (including students from poverty) English language learners and special education students who ask and answer questions in their classes.
- Raise the thinking level of the answers they get from students.
- Use questions and dipsticking to pre-assess and formatively assess student understanding
- Use questions and dipsticking to inform current and future instruction.
- Explain how these strategies can be employed in ways that increase the level of success in general education (including students from poverty), special education, and English language learners.

## **Module 3: Differentiated Instruction Strategies**

Taking into consideration students' learning style, special needs, cultural influences, English language proficiency, gender, effects of poverty, and brain development, the participants will be able to:

- Write objectives for classes or units in language that describes what the students will know and be able to do after the teaching is finished.
- Write objectives for classes or units in language that enable them to readily assess whether or not the objectives have been mastered.
- Identify activities that maximize student mastery of the objectives.
- Identify formative and summative assessments that measure student mastery of the objectives.
- Identify specific formative assessments in upcoming units of instruction that will be used to inform future instruction.

