

LEARNING PLAN TO DIFFERENTIATED INSTRUCTION

by:

Mary Ann F. Beren

Teacher III, Luz Elementary School

Differentiated instruction designs lessons to meet learners' interests, needs, and strengths. Teaching this way gives learners choice and flexibility and helps teachers with custom-built learning. This structure also requires instructional clarity and clearly defined learning goals, enabling one to meet those goals. Differentiated instruction must be standards-based to ensure that the same pursued objectives by all learners (though they each take their path to get there).

The foremost step we, teachers should consider diagnostic testing and learning inventories. The goal is to set criteria for individual students. The most effective teachers spend a career fostering an appreciation of children who are challenging for them to accomplish automatically. Differentiation seeks to help all teachers become connoisseurs of each student they teach (Tomlinson, 2017). We can identify schemes to help learners achieve the objectives and deliver custom-tailored content. The study also suggested that teachers were more likely to implement differentiated instruction when their beliefs about teaching and learning aligned with the school's definition of differentiated instruction and felt more competent to implement it effectively. Thus, differentiated instruction would happen if teachers were motivated to change their practices and adequately supported (Bondie et al., 2019). In connection, perception is a broader and more general construct. Hence, we affirm that those statements which evaluate teachers' potential to differentiate instruction are more suitable to the construct of teacher efficacy for Differentiation. In addition, those which measure the benefits of differentiated instruction on students, particularly with their learning, are more applicable to measuring teachers' perceptivity of differentiated instruction. Hence, the minimized differences in

the reported relationship between teachers' perception and their implementation of differentiated instruction can be to a great extent by sticking to a theoretically more appropriate measure of the construct. Teachers argue that the statements should be more oriented toward the benefits of differentiated instruction rather than teachers' ability to differentiate (Moosa & Shareefa, 2019).

Raise the most learners and build the best outcomes for entire classrooms with differentiated instruction. It is a teaching process that helps bring struggling learners up to pace, enables gifted learners to learn faster, and effortlessly ameliorates life because learning is more effective than having the same instruction. When we use differentiated instruction, we steer all learners toward the same learning objectives while allowing them to choose how they get there.

References:

Bhondie, Rhonda et al (2019, March). How Does Changing "One-Size-Fits-All" to Differentiated Instruction Affect Teaching?

Re:<https://journals.sagepub.com/doi/pdf/10.3102/0091732X18821130>

Moosa, Visal & Shareefa, Mariyam (2019, April). The Impact of Teachers' Experience and Qualification on Efficacy, Knowledge and Implementation of Differentiated Instruction

Re:<http://saruna.mnu.edu.mv/jspui/bitstream/123456789/5056/1/The%20impact%20of%20teachers%E2%80%99%20experience%20and%20qualification%20on%20efficacy%20C%20knowledge%20and%20implementation%20of%20differentiated%20instruction.pdf>

Tomlinson, Carol Ann (2017, March). How to Differentiate Instruction,

Re:<https://books.google.com.ph/books?id=rIl2DgAAQBAJ&printsec=frontcover&dq=carol+ann+tomlinson+2017+differentiation+date+published&hl=en&sa=X&ved=2ahUK>

EwjO_ci1i7_9AhXGxzgGHYtFDwEQ6AF6BAgMEAI#v=onepage&q=carol%20ann%20t
omlinson%202017%20differentiation%20date%20published&f=false

depedbataan.com
The Official Website of DepED Division of Bataan