**Coursework Planning Form: Faculty**

**Addressing Differentiated Instruction across Courses**

**Directions:** In the top row, provide the number and name for each course in your program that addresses the topic. Provide the semester the course is taken. Put an X in the cell to indicate what resources will be used in each course. Once completed, ensure there is no overlap in resources across programs (unless intentional). Additionally, ensure there is not an overload of IRIS activities across courses offered in the same semester.

|  | **Course Name and Number; Semester** |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Modules |  |  |  |  |  |  |
| [CSR: A Reading Comprehension Strategy](https://iris.peabody.vanderbilt.edu/module/csr/) |  |  |  |  |  |  |
| [Differentiated Instruction: Maximizing the Learning of All Students](https://iris.peabody.vanderbilt.edu/module/di/) |  |  |  |  |  |  |
| [Evidence-Based Practices (Part 1): Identifying and Selecting a Practice or Program](https://iris.peabody.vanderbilt.edu/module/ebp_01/) |  |  |  |  |  |  |
| [Evidence-Based Practices (Part 2): Implementing a Practice or Program with Fidelity](https://iris.peabody.vanderbilt.edu/module/ebp_02/) |  |  |  |  |  |  |
| [Evidence-Based Practices (Part 3): Evaluating Learner Outcomes and Fidelity](https://iris.peabody.vanderbilt.edu/module/ebp_03/) |  |  |  |  |  |  |
| [PALS: A Reading Strategy for Grades 2–6](https://iris.peabody.vanderbilt.edu/module/pals26/) |  |  |  |  |  |  |
| [PALS: A Reading Strategy for Grades K–1](https://iris.peabody.vanderbilt.edu/module/palsk1/) |  |  |  |  |  |  |
| [PALS: A Reading Strategy for High School](https://iris.peabody.vanderbilt.edu/module/palshs/) |  |  |  |  |  |  |
| [RTI (Part 3): Reading Instruction](https://iris.peabody.vanderbilt.edu/module/rti03/) |  |  |  |  |  |  |
| [RTI (Part 4): Putting It All Together](https://iris.peabody.vanderbilt.edu/module/rti04/) |  |  |  |  |  |  |
| [Universal Design for Learning: Designing Learning Experiences That Engage and Challenge All Students](https://iris.peabody.vanderbilt.edu/module/udl/) |  |  |  |  |  |  |
| Information Briefs |  |  |  |  |  |  |
| [5 Fallacies That Are NOT Differentiated Instruction](https://www.ascd.org/blogs/5-fallacies-that-are-not-differentiated-instruction) |  |  |  |  |  |  |
| [7 Reasons Why Differentiated Instruction Works](https://www.ascd.org/blogs/7-reasons-why-differentiated-instruction-works) |  |  |  |  |  |  |
| [A Practical Guide to Planning for Intentional Differentiation](https://www.edutopia.org/article/practical-guide-planning-intentional-differentiation) |  |  |  |  |  |  |
| [A Sustainable Plan for Meeting Learners where They Are](https://www.edutopia.org/article/sustainable-plan-meeting-learners-where-they-are) |  |  |  |  |  |  |
| [Classroom Adaptations for Students with Low Vision](https://www.pathstoliteracy.org/wp-content/uploads/2022/06/Classroom_adaptations_for_students_with_low_vision.pdf) |  |  |  |  |  |  |
| [Differentiated Instruction](https://www.floridainclusionnetwork.com/wp-content/uploads/2023/04/Differentiated-Instruction-2023-Final.pdf) |  |  |  |  |  |  |
| [Differentiated Learning](https://www.nctm.org/conferences-and-Professional-Development/Tips-for-Teachers/Differentiated-Learning/) |  |  |  |  |  |  |
| [Differentiating by Offering Choices](https://www.edutopia.org/article/differentiating-offering-choices) |  |  |  |  |  |  |
| [Differentiation in a Rigid Curriculum](https://www.edutopia.org/article/differentiation-rigid-curriculum) |  |  |  |  |  |  |
| [Early Childhood Building Blocks: Universal Design for Learning in Early Childhood Inclusive Classrooms](https://tats.ucf.edu/wp-content/uploads/sites/32/2018/05/Buildingblocks.pdf) |  |  |  |  |  |  |
| [Ensuring that Instruction Is Inclusive for Diverse Learners](https://www.edutopia.org/article/ensuring-instruction-inclusive-diverse-learners) |  |  |  |  |  |  |
| [Five Features of Differentiated Instruction](https://meadowscenter.org/wp-content/uploads/2022/04/Differentiating_Instruction1.pdf) |  |  |  |  |  |  |
| [Five Standards of Effective Pedagogy](https://www.learningforjustice.org/professional-development/five-standards-of-effective-pedagogy) |  |  |  |  |  |  |
| [Flexible Grouping: What You Need to Know](https://www.understood.org/en/articles/what-is-flexible-grouping?_sp=e6d8e5f0-14e4-400c-9566-ae21452dbd28.1664902954429) |  |  |  |  |  |  |
| [Getting into Groups: Differentiation through Strategic and Flexible Grouping](https://cpet.tc.columbia.edu/news-press/getting-into-groups-differentiation-through-strategic-and-flexible-grouping) |  |  |  |  |  |  |
| [Giving Students Choice in the Classroom Increases Engagement](https://www.edutopia.org/article/giving-students-choice-classroom-increases-engagement) |  |  |  |  |  |  |
| [How to Differentiate Math Instruction with One-on-One Conferences](https://www.edutopia.org/article/how-differentiate-math-instruction-one-one-conferences) |  |  |  |  |  |  |
| [How to Help Kids with Working Memory Issues](https://childmind.org/article/how-to-help-kids-with-working-memory-issues/) |  |  |  |  |  |  |
| [IEP Tip Sheet: What Is the Statement of Special Education or SDI?](https://promotingprogress.org/sites/default/files/2021-05/SDI_IEP_Tips.pdf) |  |  |  |  |  |  |
| [Lesson Planning with Universal Design for Learning](https://www.ascd.org/el/articles/lesson-planning-with-universal-design-for-learning) |  |  |  |  |  |  |
| [Succeeding with Differentiation](https://www.edutopia.org/article/succeeding-differentiation) |  |  |  |  |  |  |
| [Task Analysis: Step-by-Step Guide](https://afirm.fpg.unc.edu/sites/afirm.fpg.unc.edu/files/imce/resources/TA%20Step-by-Step.pdf) |  |  |  |  |  |  |
| [Tips for Intensifying Instruction at Tier 1](https://mtss4success.org/sites/default/files/2021-08/Tips_Intensifying_Instruction_Tier_1.pdf) |  |  |  |  |  |  |
| [Universal Design for Learning (UDL): A Teacher's Guide](https://www.understood.org/en/articles/understanding-universal-design-for-learning) |  |  |  |  |  |  |
| [Access to Learning](https://aem.cast.org/get-started/access-learning) |  |  |  |  |  |  |
| Interviews |  |  |  |  |  |  |
| [Universal Design for Learning (UDL): A Teacher’s Implementation](https://iris.peabody.vanderbilt.edu/interview/universal-design-for-learning-udl-a-teachers-implementation/) |  |  |  |  |  |  |
| [Universal Design for Learning (UDL): Creating an Equitable Classroom](https://iris.peabody.vanderbilt.edu/interview/universal-design-for-learning-udl-creating-an-equitable-classroom/) |  |  |  |  |  |  |
| [Universal Design for Learning (UDL): Overview and Future Direction](https://iris.peabody.vanderbilt.edu/interview/universal-design-for-learning-udl-overview-and-future-direction/) |  |  |  |  |  |  |
| Video Vignettes |  |  |  |  |  |  |
| [English Language Learners: Sheltered Instruction](https://www.youtube.com/watch?v=jkw_wZtJ6hY) |  |  |  |  |  |  |
| [English Language Learners: Unsheltered Instruction](https://www.youtube.com/watch?v=swQzT8rVI08) |  |  |  |  |  |  |
| [Video Modeling](https://www.youtube.com/watch?v=GS9IFwuM_G8&t=20s) |  |  |  |  |  |  |

**Notes on Use**