



How to Differentiate a Lesson Plan Licensure Renewal Module

Instructor information

Name Dr. Alanna Lienig

Contact Info Email: alienig@blc.edu

Course Description

- The course will discuss how to determine when to make a differentiated lesson, how to determine which parts of the lesson should be differentiated, and how to differentiate for each group of students (above, at, and below grade level).

Course Format

- After watching the instructional video participants will submit a brief lesson plan that is differentiated for students below level, at level, and above level. This course is one hour.

Renewal Category B: Educational workshops, conferences, institutes, seminars, or lectures

This activity addresses:

- Reading**
Teachers must have in-service preparation in scientifically-based reading instruction, which the law identifies as: "instruction and practice in phonemic awareness, phonics and other word-recognition skills, and guided oral reading for beginning readers, as well as extensive silent reading, vocabulary instruction, instruction in comprehension, and instruction that fosters understanding and higher-order thinking for readers of all ages and proficiency levels."
- English Language Learner**
Evidence of growth in best teaching practices through district-approved training for meeting the varied needs of English learners from children to adults. Minnesota statute requires this training align with Interstate Teacher Assessment and Support Consortium (InTASC) standards for English learners. This requirement may be evidenced in the summative evaluation.
- Positive behavior intervention strategies**
Applicants must include in their professional development activities which address positive behavioral intervention strategies. This category includes the renewal requirement of evidencing accommodating, modifying, and adapting curricula, materials, and strategies to appropriately meet the needs of individual students and ensure adequate progress toward the state's graduation rule.
- Accommodating, Modifying, and Adapting Curricula, Materials, and Strategies**
- Suicide prevention**
Applicants must include in their professional development activities which provide an understanding of key warning signs for early-onset mental illness in children and adolescents.

The 2016 Legislature requires a separate mandatory minimum of at least one hour of Suicide Prevention Best Practices as part of the renewal condition for Early-Onset Mental Illness in Children and Adolescents.

- Cultural Competency Training** evidenced for renewals beginning in 2020 and thereafter
Applicants must include in their professional development activities which provide an understanding of key warning signs for early-onset mental illness in children and adolescents. The 2016 Legislature requires a separate mandatory minimum of at least one hour of Suicide Prevention Best Practices as part of the renewal condition for Early-Onset Mental Illness in Children and Adolescents.

Clock Hour Application Form ([Minnesota](#); [Outside Minnesota](#))