

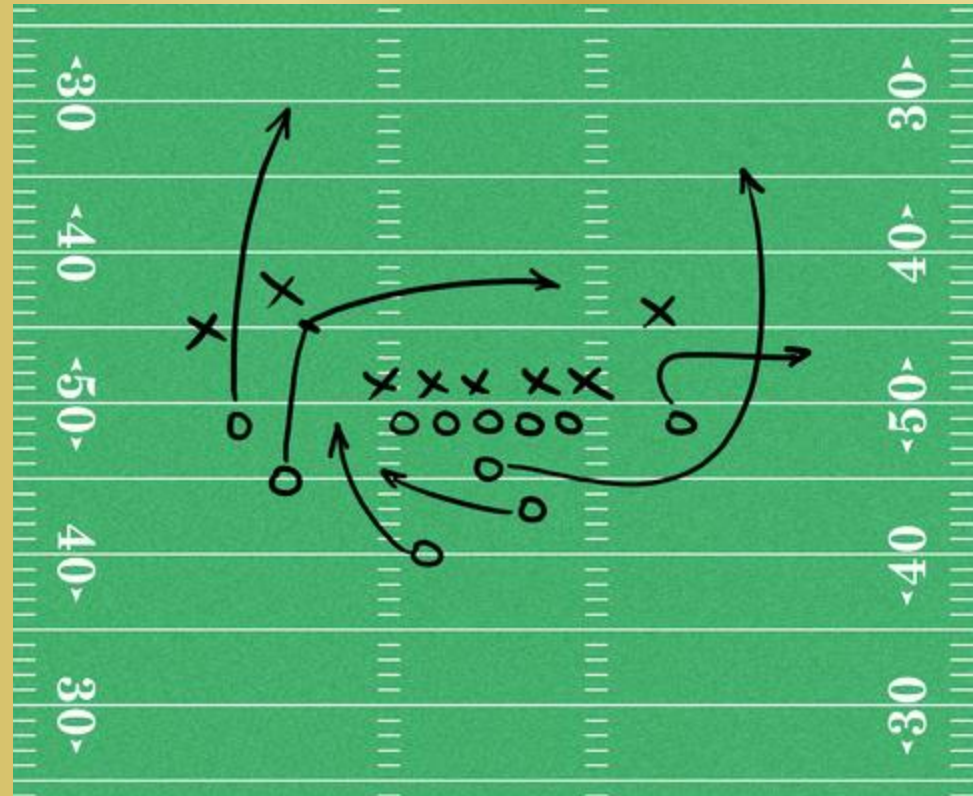
RESPONDING TO DATA ...

How to

Differentiate Instruction



Your Playbook
for D.I.



GOALS FOR THE SESSION:

- To learn and understand the basic tenants of the differentiated instruction process.
- To experience what it feels like to be placed in a flexible group.
- To learn how to get started differentiating instruction in the classroom.



FOUR NEW TRENDS IN EDUCATION TODAY

1. Diversity in the Classroom
2. Flexible and Personalized Teaching
3. The Need for Students to be Critical Thinkers
4. Continuous Improvement

WHAT DO YOU KNOW ABOUT DIFFERENTIATED INSTRUCTION???

- Read the statements on the handout.
- Decide what Differentiated Instruction ***is and what Differentiated Instruction isn't.***
- Sort the statements according to what you believe and write their numbers on the chart.
- Please work independently!



WHAT DO YOU KNOW ABOUT DIFFERENTIATED INSTRUCTION???

What It Is

1. Involves flexible grouping, where students are grouped for a short time according to a purpose.
4. Teaches the same standard to students, but varies in delivery of instruction.
6. Places challenging goals that may seem to be out of reach for the learner.
8. Requires the teacher to assess continually, and to study the results of those assessments to guide instruction.
9. Holds the premise that failing is not an option.

What It Isn't

2. Provides the student with more time to learn the concept without changing instructional strategy.
3. Involves grouping according to ability.
5. Allows the teacher to assess only when the student has mastered a given skill or concept.
7. Believes that rote memorization is essential for students to learn prerequisite skills.
10. Students seldom know the academic goal, and rarely keep track of their own progress.

What is Differentiated Instruction?

“In a differentiated classroom, the teacher proactively plans and carries out approaches to content, process and product in anticipation of and response to student differences in readiness, interests and learning styles.”

-Carol Ann Tomlinson

THE ESSENTIALS OF DIFFERENTIATION

- Respectful climate
- Pre-assessment
- Multiple Opportunities
- Mildly Uncomfortable Instruction
- Danger
- Students and quality and self-assessment
- Students and standards, benchmarks and indicators
- Student growth accountability

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CONTENT

The level of
depth and
complexity

DIFFERENTIATING CONTENT

- Teach for the Big Ideas
- Compact the Curriculum
- Use varied text and resource materials
- Use learning contracts
- Teach mini lessons
- Use varied support (audio organizers, high-lighted materials, peer and adult mentors)
- Provide capsules of key ideas
- ***PROCESS***

PROCESS

***The application of
knowledge, skills and
understanding***

DIFFERENTIATING PROCESS

- Learning logs
- Graphic organizers
- Cubing
- Learning Centers
- Interest groups
- Learning contracts
- Literature circles
- Role playing
- Think/Pair/Share
- Jigsaw
- Interactive journals

Product

The degree of quality

and

Level of expertise

DIFFERENTIATING PRODUCT

- Reports
- Oral Presentations
- PowerPoint Presentations
- Advertising Posters
- Same project, different types; for example:
writing a book –flip book, picture book, pop-up book

WHAT IS DIFFERENTIATED INSTRUCTION?

“In a differentiated classroom, the teacher proactively plans and carries out approaches to **content, process and product** in anticipation of and response to student differences in **readiness, interests and learning styles.**”

-Carol Ann Tomlinson

READINESS

- Grouping according the learner's expertise in the subject
- Flexible –will change depending on the topic, skill, lesson, etc.
- Is not related to ability!



WHAT DOES IT FEEL LIKE?

- Find the “Football Survey” in your packet.
- Complete the survey ... remember to work on your own –we want to know what you REALLY know about football!
- We will score the survey when everyone is finished.
- You will be put into groups according to your knowledge of football.

WHAT DOES IT FEEL LIKE? -Part 2

- **The Novice Group will be taught the basic rules of football, and then play a game that uses the basic rules.**
- **The Intermediate Group will analyze different football scenarios and decide what to do in each situation.**
- **The Advance Group will design a game about football that will teach basic rules and strategies.**

DIFFERENTIATED STRATEGIES: READINESS

- Concrete to abstract
- Simple to complex
- Single facet to multi-facet
- Small leap to great leap
- Structured to open-ended
- Dependant to independent
- Slow to fast
- Scaffolding

INTEREST

- Grouping according the learner's interest in the subject
- Flexible –will change depending on the topic, skill, lesson, etc.
- Is not related to ability!



WHAT DOES IT FEEL LIKE?

- Find the “Football Interest Survey” in your packet.
- Complete the inventory ... remember to work on your own and be completely honest. We want to know what YOU want to know about football!
- We will score the inventory when everyone is finished.
- You will be put into groups according to your interest.

WHAT DOES IT FEEL LIKE? -Part 2

- **Group # 1 will research famous football players.**
- **Group # 2 will research football strategies and how to coach football.**
- **Group # 3 will research the history of football and compile football statistics.**

DIFFERENTIATED STRATEGIES: INTERESTS

- Interest Surveys
- I-Search
- Orbitals
- Group Investigations
- Design a Day
- Jigsaw
- Literature Circles
- Webquests
- Negotiated Criteria

LEARNING STYLE

- Grouping according the learner's preferred learning style.
- Learning style is not flexible –will only change if you have more than one preferred learning style.
- Is not related to ability!



WHAT DOES IT FEEL LIKE?

- Find the “Learning Style Inventory” in your packet.
- Complete the inventory ... remember to be as honest as you can.
- Add up your totals to determine your preferred learning style.
- You will be put into groups according to your learning style.

WHAT DOES IT FEEL LIKE? -Part 2

- **The Visual Learner Group will read information about football.**
- **The Auditory Learner Group will listen to a presentation on the rules of football.**
- **The Tactile Learner Group will play a game about the rules of football.**

DIFFERENTIATED STRATEGIES: LEARNING STYLES

- Learning Style Inventories
- “Intelligence” Preferences
- Cultural Preferences
- Gender-based Preferences
- Combined Preferences
- Flexible Grouping
- Cubing

***“Fair
does not mean
same...”***

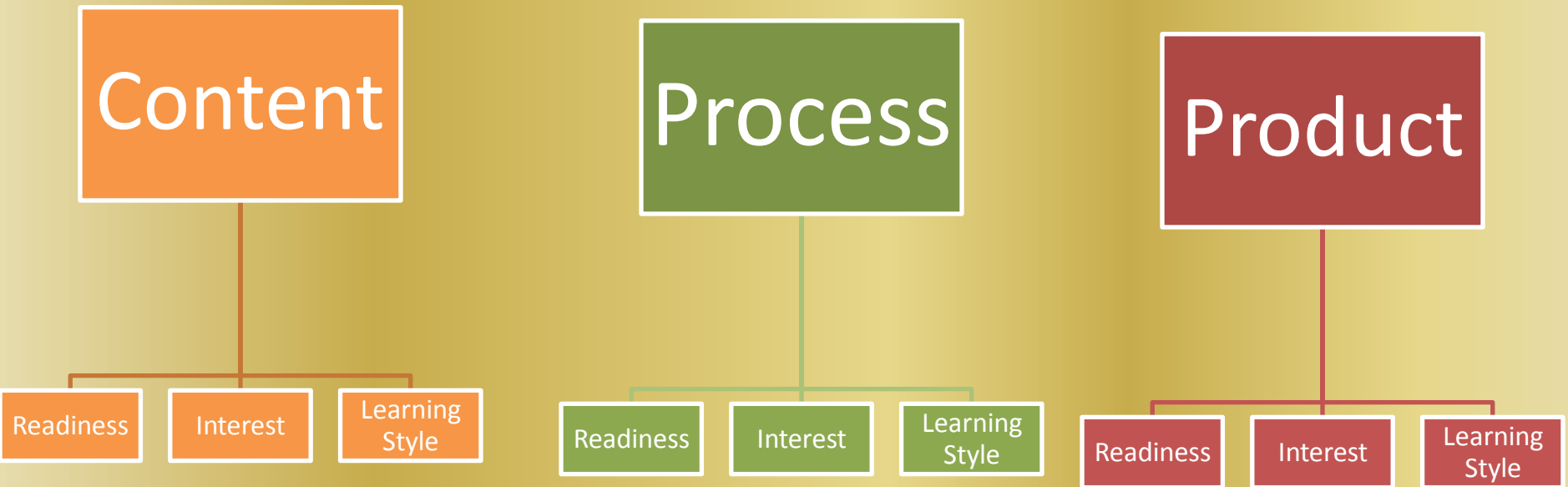
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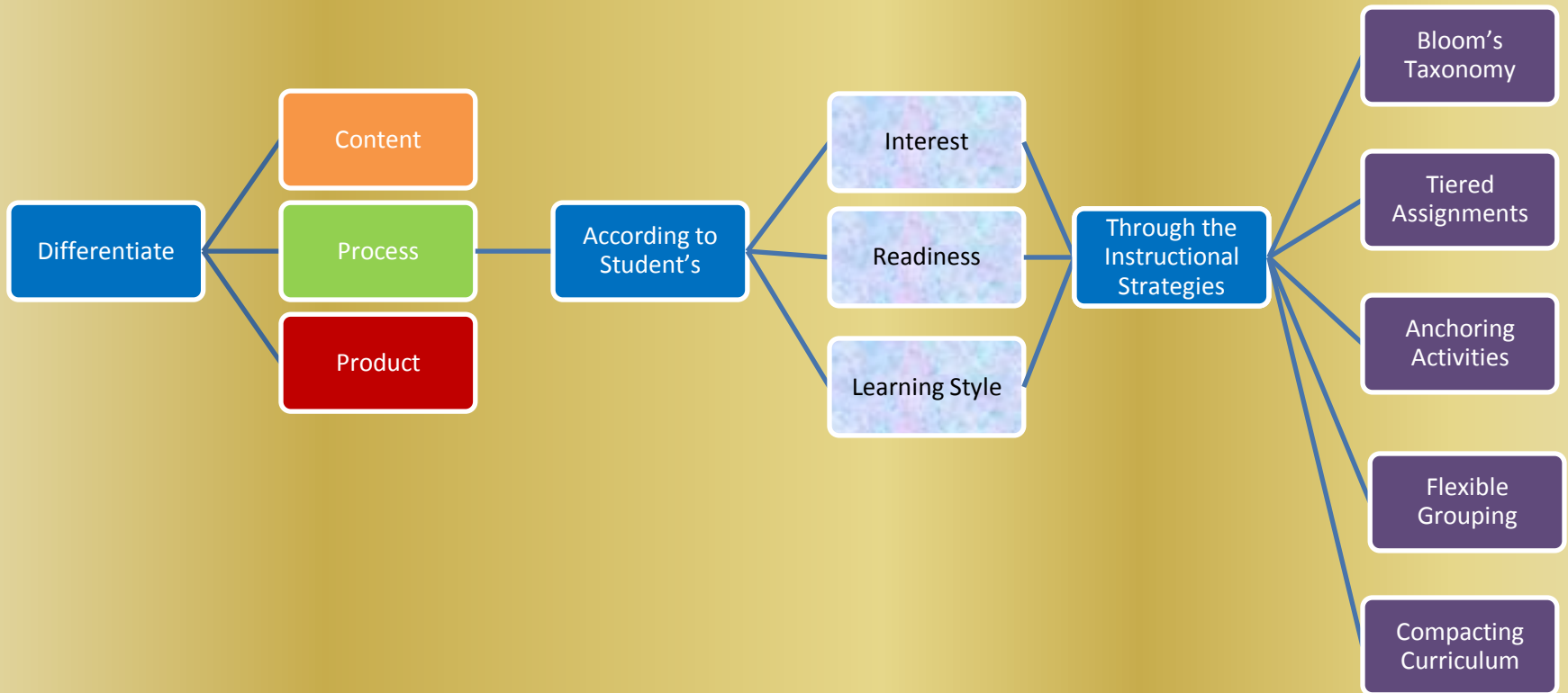
-Carol Ann Tomlinson

WHAT DOES IT LOOK LIKE?

Differentiate



WHAT DOES IT LOOK LIKE?



WHEN TO DIFFERENTIATE

- ??? Results
- Change results
- Quality learning
- Power Standards

HOW TO MANAGE DIFFERENTIATION

Organize, organize, organize

- Planning is essential
- Use folders and bins to organize materials
- Use visual and audio reminders for switching groups

Practice, practice, practice

- Practice how to move from group to group
- Practice how to get questions answered

Talk, talk, talk

- Discuss diversity and fairness

LOW PREP/HIGH PREP ACTIVITIES

Low Prep

- ❖ Choice of Books
- ❖ Options for Homework
- ❖ *Varied Journal Prompts*
- ❖ Flexible Seating
- ❖ Choice of working alone or *together*
- ❖ Jigsaw Activities
- ❖ Multiple Levels of Questions
- ❖ Explorations by Interest
- ❖ Varied Computer Programs

High Prep

- ❖ Tiered Activities
- ❖ Independent Studies
- ❖ Multiple Texts
- ❖ Learning Contracts
- ❖ Multiple Intelligence Options
- ❖ Community Mentorships
- ❖ Stations
- ❖ Graduated Rubrics
- ❖ Tape Recorded Materials
- ❖ Tiered Centers

TABLE TALK

- ❖ *Study the “Low Prep/High Prep” Activities Sheet provided to you.*
- ❖ *Decide on one to three of the activities that you could implement in your classroom to begin the differentiated instruction process.*
- ❖ *Share with the others at your table.*

WHY DIFFERENTIATE???

Because it's what's

Best for



And So
Let's say it all TOGETHER....

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GOALS FOR THE SESSION REVISITED:

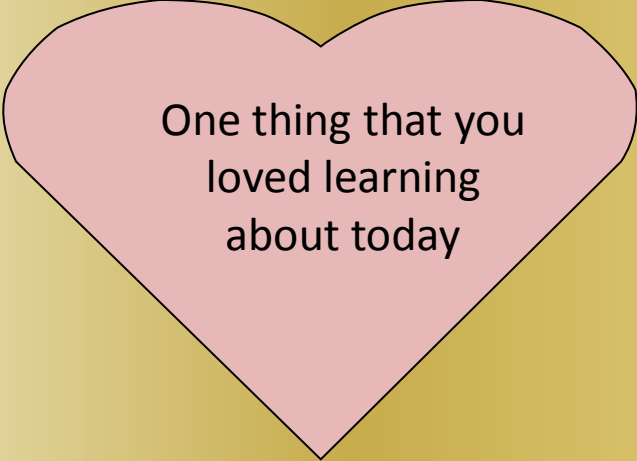
- Do you feel you understand the basic tenants of the differentiated instruction process.
- Do you feel you have experienced what it feels like to be placed in a flexible group.
- Do you feel you have a basic knowledge to get started differentiating instruction in the classroom.

Push me! See how far I can go!
Work me 'til I drop. Then pick me up.
Open a door, and then make me run to it
before it closes.

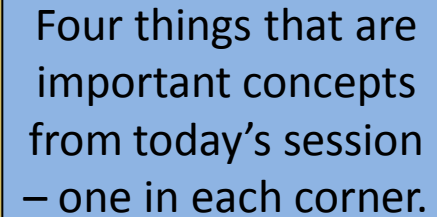
Teach me so that I might learn,
then let me enter
the tunnel of experience alone.

And when, near the end,
I turn to see you beginning another's journey,
I shall smile.

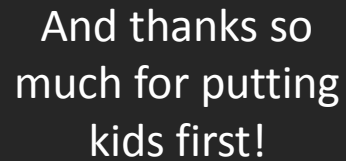
Exit Ticket- Shaping up Review!




One thing that you
loved learning
about today




Four things that are
important concepts
from today's session
– one in each corner.



And thanks so
much for putting
kids first!



Three questions
you still have
from today's
session.



One all
encompassing
statement that
summarizes today's
session.