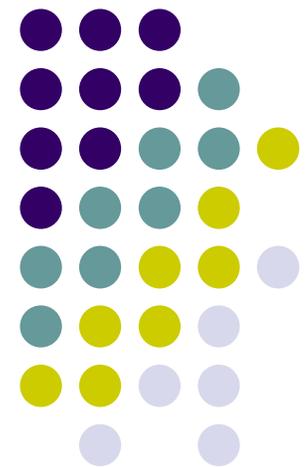


Differentiated Instruction

Presenters:
Candace Kluba & LuAnn Engelbrecht



Introductions

- Name
- Position & Building
- Pre-Assessment Survey



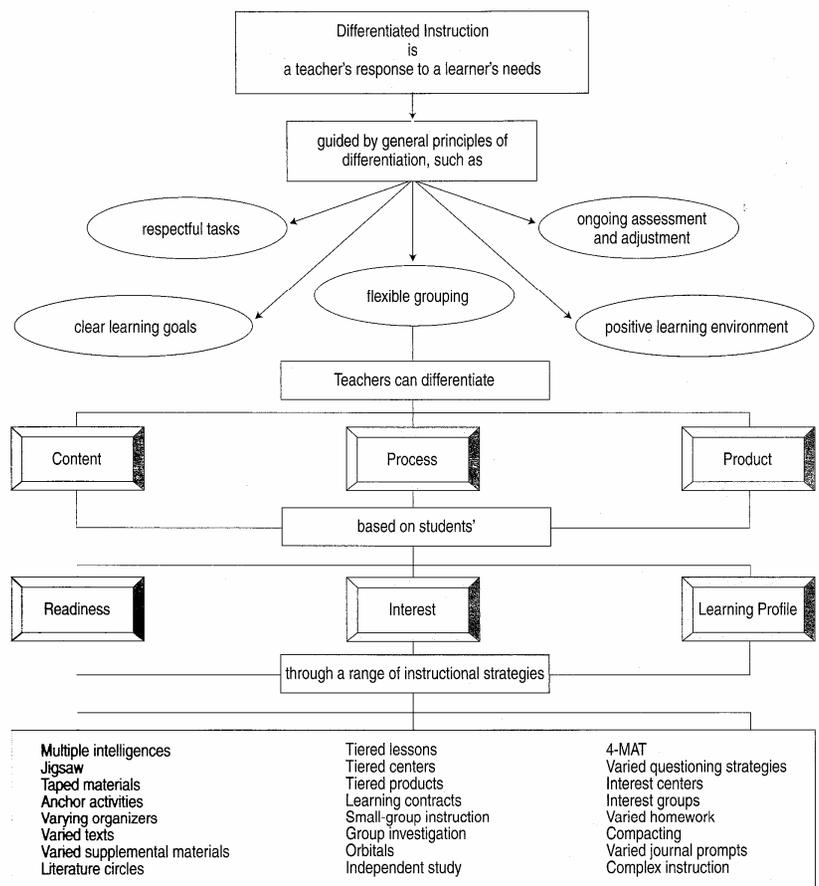


OVERHEAD 5a

Two Definitions of Differentiation—Part 1

A definition uses precise language to present distinguishing elements or characteristics of a word or idea.

A Visual Definition of Differentiation





OVERHEAD 5b

Two Definitions of Differentiation—Part 2

A Verbal Definition of Differentiation

Differentiated instruction employs flexible teaching routines to respond to a diversity of student readiness levels, interests, and preferred modes of learning in order to enhance access to academic success for a full range of learners in academically diverse settings.

Other Definitions and Explanations



Differentiated Instruction can be as easy as:

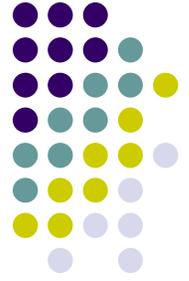
- Using reading buddies
- Meeting with small groups
- Presenting ideas through both auditory and visual means
- Offering manipulatives
- Developing personal agendas
- Giving students options



Day 1 Objectives

Discovering Learner Needs

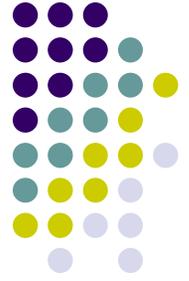
- Identify common sense uses of assessment to identify learning needs of students.
- Observe some uses of assessment in a variety of classrooms.
- Analyze uses of assessment to inform instruction.



Objectives (cont'd)

Techniques for Adjusting Instruction

- Identify classroom techniques that support the achievement of clusters of learners.
- Observe the use of techniques that support success in a variety of classrooms.
- Analyze ways in which various techniques support learner achievement.



Objectives (cont'd)

Classroom Routines

- Identify ways classroom routines can support differentiated instruction.
- Observe some ways teachers use classroom routines to facilitate differentiation.
- Analyze classroom routines that support differentiated instruction.



Basic Principles

- Assessment is on-going and tightly linked to instruction.
- Teachers work hard to ensure “respectful activities” for all students.
- Flexible grouping is a hallmark of the class.

What is it?



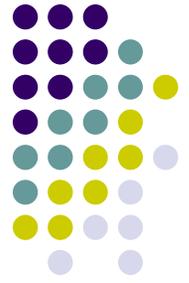
Differentiated Instruction IS

- Proactive
- More qualitative than quantitative
- Rooted in assessment
- Provides multiple approaches
- Student centered
- A blend of whole-class, group, and individual instruction
- Organic

Differentiated Instruction IS NOT

- The “Individualized Instruction” of the 1970’s
- Chaotic
- Another way to provide homogeneous grouping
- “Tailoring the same suit of clothes”

Discovering Learner Needs



Think-Pair-Share

Think about a time in your own life (or the life of your child, sibling, spouse, or friend) when a learning situation was really uncomfortable because the work was either too easy or too hard. What were the short-term consequences of the misfit? What were the long-term consequences of the situation continuing?



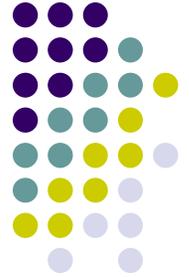
OVERHEAD 2

Some Uses of Assessment to Discover Learner Needs

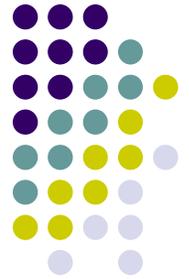
Purpose of the Assessment	Sample Assessment Strategies
To determine prerequisite knowledge, understandings, and skills for success in a unit or course.	Oral reading comprehension check Silent reading comprehension check Spelling inventory Writing sample Skills survey (e.g., of math skills)
To better understand students' backgrounds and interests.	Student interest checklist or inventory Letter to the teacher Parent checklist of student interests Teacher notes
To better understand students' learning preferences.	Classroom observation notes or checklist Student learning preference checklist Parent checklist of student learning preferences
To get a basic picture of student proficiencies in relation to a unit's key knowledge, understandings, and skills.	Pre-assessment <ul style="list-style-type: none"> • 3,2,1 survey • Frayer Diagram • Quick quiz • Journal entry
To follow student progress in mastering the essential knowledge, understandings, and skills of a unit.	Ongoing or formative assessment <ul style="list-style-type: none"> • 3,2,1 card • Exit card • Frayer Diagram • Case analysis • Problem to solve • Journal entry • Student self-reflection • Portfolio of student work

Reflect

- Rally Robin – Handout 4
- The Logic of Assessment
- Freebies
- Exit Slip



Techniques for Adjusting Instruction



Stand Up, Hand Up, Pair Up

Describe two student learning needs in your classroom that involve clusters of students and that you'd most like to be able to address. Why do they matter? What might improve if you became more comfortable in addressing them?



Respectful Tasks

“Fairness is when every child receives what he or she needs. Fairness is not everyone getting the same thing.”

Author Unknown

Respectful tasks ensure that although students may not always have identical tasks, every student's work is:

- Is equally interesting.
- Is equally important based on essential understandings and skills for the unit.
- Requires the student to think at high levels to make meaning of enduring ideas and apply essential skills.



OVERHEAD 13

Some Techniques That Address Learner Needs

Some Common Learning Needs	Some Techniques for Addressing the Needs	Students Who Might Benefit from These Techniques
Difficulty with reading required materials	<ul style="list-style-type: none"> • Students use reading buddies/reading partners • Teacher highlights critical passages in the text • Teacher uses “read alouds” or “think alouds” to explore key passages • Student uses taped excerpts 	<ul style="list-style-type: none"> • Students with learning disabilities • Students learning English • Students with low reading skills • Students with auditory preferences • Students who learn better with a peer • Students with attention problems • Students who have difficulty reading nonfiction material
Need for vocabulary building	<ul style="list-style-type: none"> • Teacher provides up-front vocabulary lists with clear explanations (versus definitions) • Some students work with pinpointed vocabulary versus long lists • Teacher uses word walls or vocabulary posters with words and icons • Teacher meets regularly with small groups of students who need extra vocabulary study • Students hunt for key vocabulary in print ads, on TV, in novels, or in other sources 	<ul style="list-style-type: none"> • English language learners • Students for whom spelling and vocabulary patterns are difficult • Students who do not experience rich use of vocabulary at home • Students with visual learning preferences • Students who benefit from contextual application of words • Students with cognitive processing problems • Students with attention problems • Students who struggle with reading
Difficulty staying on task	<ul style="list-style-type: none"> • Teacher uses Think-Pair-Share groups • Teacher provides choices of modes of working • Teacher presents information in multiple modes • Teacher shifts activities in each class period • Teacher uses graphic organizers to trace the flow of ideas • Teacher uses student movement to make points, illustrate ideas 	<ul style="list-style-type: none"> • Students with learning disabilities • Students who enjoy variety • Students at different readiness levels • Students with varied learning preferences • Students with attention deficits or hyperactivity

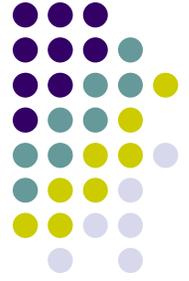
Source: From *Understanding by Design and Differentiated Instruction: Two Models for Student Success*, by C. A. Tomlinson & J. McTighe, (in press), Alexandria, VA: Association for Supervision and Curriculum Development. Adapted with permission.





Reflect

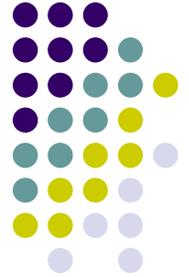
- Fan N' Pick – Questions from bag on table
- Handout 13 – Adjusting Instruction
- Solo reflection – The Voices in My Head



Classroom Routines

Stand Up, Hand Up, Pair Up with Stroll Pair
Share

1. What are the differences between the classroom of a teacher who is flexible with her instructional routines and the classroom of a teacher who is inflexible with her instructional routines, especially with regard to the experiences of students?
2. Which of your current classroom routines are the most flexible, and why? Which of your current routines are the least flexible, and why?



OVERHEAD 21a

**Managing Routines in the
Differentiated Classroom—Part 1**

Characteristics of Classroom Routines That LIMIT Differentiated Instruction	Characteristics of Classroom Routines That SUPPORT Differentiated Instruction
Determined by time or schedules	Determined by learning outcomes
Organized around a lock-step, one-size-fits-all curriculum	Organized around a flexible curriculum that anticipates and accounts for learner variance
Based on the teacher's learning style, interests, and readiness	Based on the students' learning styles, interests, and readiness
Influenced by a narrow conception of how students learn best	Influenced by a broadened conception of how students learn best
Discourages changes or deviations	Open to changes and deviations
Gives students the same tasks, at the same times, in the same ways	Varies the tasks and timelines for completing those tasks according to learner need



OVERHEAD 21b

Managing Routines in the Differentiated Classroom—Part 2

Basis of Routine	Ways of Managing the Routine to Support Differentiation
Homework	Use homework checkers Students choose between two or more types of assignments Students design their own homework
Assessment	Pre-assess students' skills, knowledge, learning style, and interests at the beginning of a unit or lesson Build ongoing assessments into the routine Use pre-assessments and ongoing assessments to group students or vary learning activities Assess students in different ways and at different times
Grouping	Alternate small-group or individual instruction with whole-group instruction
Learning activities	Guide students toward a common goal using different activities Offer different activities based on readiness, interest, or learning style
Student self-regulation	Use learning contracts, checklists, calendars, anchoring activities, stations

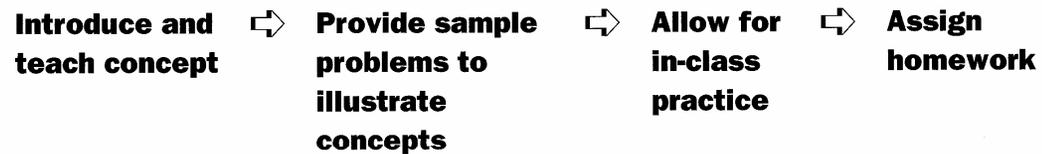
Case Study



OVERHEAD 28

Components of a Routine

Sample Math Class Routine



OVERHEAD 29a

Considerations in Adapting a Routine—Part 1

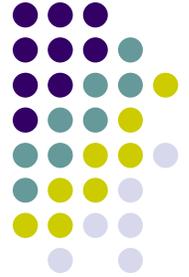
Routine for Ms. Armstrong's Social Studies Lesson

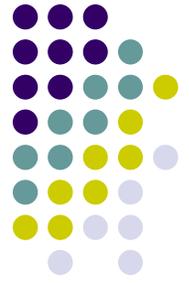
Chapter read aloud with teacher lecture (students take notes)	⇨	Whole-group discussion	⇨	Do end-of- chapter questions (with a partner)
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In covering a chapter in the social studies textbook, Ms. Armstrong has the students take turns reading the chapter aloud to the class. She punctuates the reading with her own lecture material and questions. All students are required to take notes, copying her outline from the overhead. After the formal note taking and reading, Ms. Armstrong poses two or three discussion questions that relate the history the class has just read about to current events. After the whole-group discussion, she assigns the end-of-chapter questions for homework. The students may begin their work with a partner in class.

Ms. Armstrong can modify her routine to better meet students' learning needs.

- **At what point(s) can she anticipate variance in learner needs?**
- **Why can she anticipate variance at that point?**
- **What will be the nature of the variance (e.g., difference in writing/reading ability, self-regulation skills, interests, preferences, learning styles)?**
- **What does the anticipated variance in learner needs require her to do at this point?**
- **How can she meet that requirement? (What strategies can she use?)**





Reflect

- Handout 20
- Timed Mix Pair Share
 1. What are the characteristics of your current classroom routine? How do these characteristics impede or encourage differentiated instruction?
 2. Think of an instructional strategy that supports differentiation that you want to use more regularly (e.g., pre-assessment, tiered assignments, scaffolding homework). How could you incorporate this strategy into your classroom routine?

OVERHEAD 31

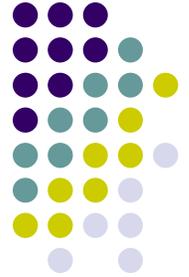
From There to Here

How did I think of my classroom routine before this session?

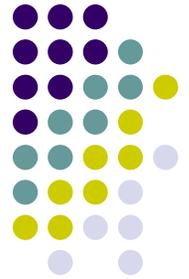
What insights did I have during this session about classroom routines and differentiation?

How do I think of my classroom routine now?

What questions do I still have about using classroom routines to support differentiation?



Getting ready for tomorrow...



- Think about which topic we covered today you want to learn more about. Your station choices will be Discovering Learner Needs or Techniques for Adjusting Instruction.
- Bring with you the KUDs for a unit or lesson that you want to work on.
- Questions



Day 2 Objectives

Stations

- Plan for the application of at least one assessment strategy to gain information about student readiness, interest, or learning profile.
- Plan for the application of at least one technique to enhance the learning of a cluster of students in the classroom.
- Plan for the adaptation of at least one classroom routine to meet varied learner needs.



Stations

- You have the handouts for both groups of stations at your seats, but you really only have time to go through one group this morning.
- Each group of stations has either 4 or 5 substations included.
- A timer will keep you reminded of how much time is left, but you do not necessarily have to leave a station when the timer goes off.



Day 2 KUDs

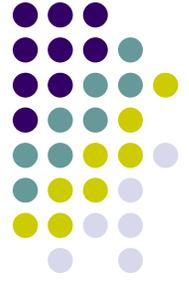
Learning Contracts

Know

- Components of learning contracts

Understand

- Learners in virtually all classrooms at all grade levels and in all subjects vary significantly in readiness to learn particular topics, in interests, and in ways they learn best.
- Students are generally more motivated to learn and make greater achievement gains when teachers respond effectively to their particular readiness levels, interests, and learning profiles.



Day 2 KUDs

Learning Contracts (cont'd)

Be able to

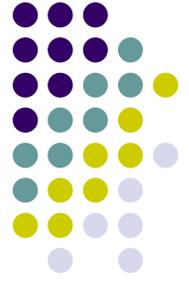
- Identify and explain how and why learning contracts are helpful in responding to the needs of varied learners.
- Plan for the use of learning contracts to meet the specific learning needs of learners in your classrooms.

Tiered Assignments

Know

- Characteristics of effective tiered assignments.

Day 2 KUDs



Tiered Assignments (cont'd)

Understand

- To teach responsively, teachers need to develop consistently expanding repertoires of instructional strategies suited to both the needs of learners and the nature of the content they are studying.

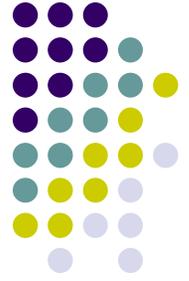
Be able to

- Identify and explain how and why tiered assignments can be helpful in responding to the readiness needs of varied learners.
- Plan for the use of tiered assignments to meet the specific learning needs of students in their classrooms.

Assumptions Behind Differentiated Instruction



- Readiness, interest, and learning profile are shaped by a student's experiences, culture, gender, and biology.
- Responsive teaching is flexible teaching.
- Instructional strategies that help teachers increase flexibility in the context of high quality curriculum and a positive learning environment help students achieve better and develop increasing confidence in themselves as learners.



Learning Contracts

- An agreement between teacher and student that gives students a choice how they obtain skills and understandings.
- Specifies working conditions, positive and negative consequences, criteria for completion, and signatures by both teacher and student.
- Combine a sense of shared goals with individual appropriateness and an independent work format.
- Gives the teacher time for conferences and small group work sessions.



OVERHEAD 6

Analyzing Learning Contracts in a Differentiated Classroom

Some Traits of Effective Differentiation	Some Traits of Effective Curriculum and Instruction
Is planned in advance of the lesson	Promotes understanding
Is rooted in student need	Is engaging
Is derived from ongoing assessment	Focuses activities tightly on goals
Respects each learner	Is coherent to the learner (sensible, organized to promote retention and use)
Builds community	Helps learner feel more purposeful and powerful
Involves students as decision makers	Requires high-level thinking
Demonstrates teacher-student partnerships in learning	Is fresh, surprising, interesting
Focuses on growth vs. competition	Provides choices
Scaffolds growth for each learner	Is clear in expectations
Supports successful collaboration	Calls on students to use what they learn in interesting and important ways
Addresses readiness, interest, and learning profile	Involves students in setting and working toward goals
Teaches students to take responsibility for their own learning	
Stretches each learner	
Supports success of each learner	



OVERHEAD 7

Reviewing Learning Contract Plans

Learning Goals

Preassessment Plans

Tasks

Time Lines

Working Guidelines

Introducing the Learning Contract

How Work Will Be Graded

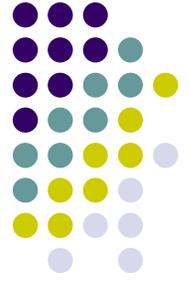
Assigning Students to Contracts

Giving Directions

Monitoring Student Work and Progress

Checking Work for Quality

Turning Work In



Reflect

Timed Pair Share

1. What are the elements in designing and using a learning contract effectively?
2. In what ways does a learning contract help a teacher address both the cognitive and affective needs of a range of learners?
3. How might you use a learning contract to benefit the range of learners in your own classroom?

Examples of Learning Contracts

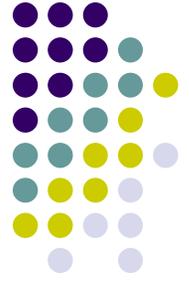


Pick a Learning Contract example to work with!

- Handout 8 – The Holocaust
- Handout 9 – Friendships
- Handout 10 – Plants

Corners

- Pair up
- Examine the example and discuss the questions from Handout 11



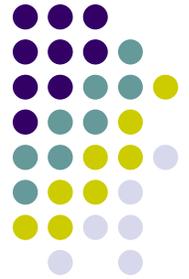
Reflection of Application

Use Handouts 7 & 12 to think about your application of a learning contract.

- If you need more ideas, check the end of this section!

Questions?

Rationales for Addressing Readiness Needs

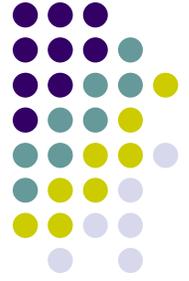


- Our brightest students are often disenchanted with the endless repetition of things they already know and see school as anything but a place of dynamic ideas and learning.
- In most classrooms, a task which is “a little too hard” for an advanced learner will often be beyond the reach of a student who really struggles to learn. Similarly, a task which is “a little too hard” for a struggling student is likely to contribute to wasted time, boredom, and frustration for the advanced learner.



Tiered Assignments

- All students are working towards the same essential skills and understandings but at different levels of complexity, abstractness, and open-endedness.
- The focus of the activity is the same, but routes of access vary.



Reflect

Timed Pair Share

1. What are the elements in using tiered assignments as an effective instructional tool?
2. In what ways might tiering help a teacher address both the cognitive and affective needs of a range of learners?
3. How might you use this approach to address varied readiness levels in your classroom to benefit the range of learners you teach?

Examples of Tiered Assignments



Pick one example to work with!

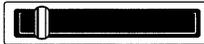
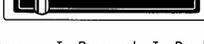
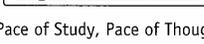
- 3rd gr. Math
- P.E.
- Science Lab

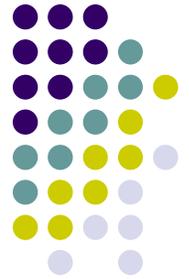
Corners

- Examine your example and discuss the questions from Handout 35.

OVERHEAD 17

The Equalizer

1. Foundational		Transformational
	Information, Ideas, Materials, Applications	
2. Concrete		Abstract
	Representations, Ideas, Applications, Materials	
3. Simple		Complex
	Resources, Research, Issues, Problems, Skills, Goals	
4. Single Facet		Multiple Facets
	Disciplinary Connections, Directions, Stages of Development	
5. Small Leap		Great Leap
	Application, Insight, Transfer	
6. More Structured		More Open
	Solutions, Decisions, Approaches	
7. Clearly Defined Problems		Fuzzy Problems
	In Process, In Research, In Products	
8. Less Independence		Greater Independence
	Planning, Designing, Monitoring	
9. Slower		Quicker
	Pace of Study, Pace of Thought	





OVERHEAD 23

Reviewing Plans (Workshop 6)

Learning Goals

Preassessment Plans

The Tiers in the Assignment

Time Lines

Working Guidelines

Introducing the Tiered Assignment

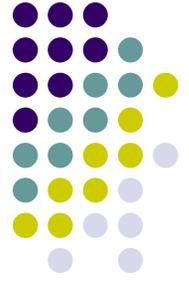
Matching Students to Tiers

Criteria for Grading

Giving Directions to Students for the Tiered Assignment

Monitoring Student Work and Progress

**Bringing Closure to the Tiered Assignment
for the Whole Class**



Reflection for Application

Use Handouts 31 & 36-37 to think about your application of a tiered assignment.

- If you need more ideas, check the end of this section!

Questions?

Evaluations

E-mails: candace.kluba@washington.k12.mo.us

luann.engelbrecht@washington.k12.mo.us