Differentiated Instruction

A Special Note…

Differentiated instruction is a very popular, not to mention broad, topic in today's educational arena. It should be noted that this presentation is only intended to be a brief overview of this encompassing topic. There is an enormous amount of information about differentiated instruction and the related concepts that are intertwined with differentiated instruction, which could not be included within this format. To learn more about differentiated instruction, please refer to the **"Websites"** and **"Resources"** slides at the end of this power point, or contact your Florida Inclusion Network facilitator at: **www.FloridaInclusionNetwork.com**

Learner Objectives:

Participants will…

- Become familiar with vocabulary related to differentiated instruction.

- Understand basic principles of differentiating content, process, and product in an academically diverse classroom.

- Be able to implement one or more instructional strategies that support differentiation.

As you know, students come to our classrooms with a variety of:

Prior Educational Experiences

interests

Learning Styles

Motivators

Personal Experiences

Readiness Levels

Unfortunately, some classroom structures do not address this student diversity. In fact…

The biggest mistake of past centuries in teaching has been to treat all children as if they were variants of the same individual and thus to feel justified in teaching them all the same subjects in the same way.

-Howard Gardner

Let's take a look at the instructional strategies we typically use in our classrooms and see how they effect our students' memory retention rates.
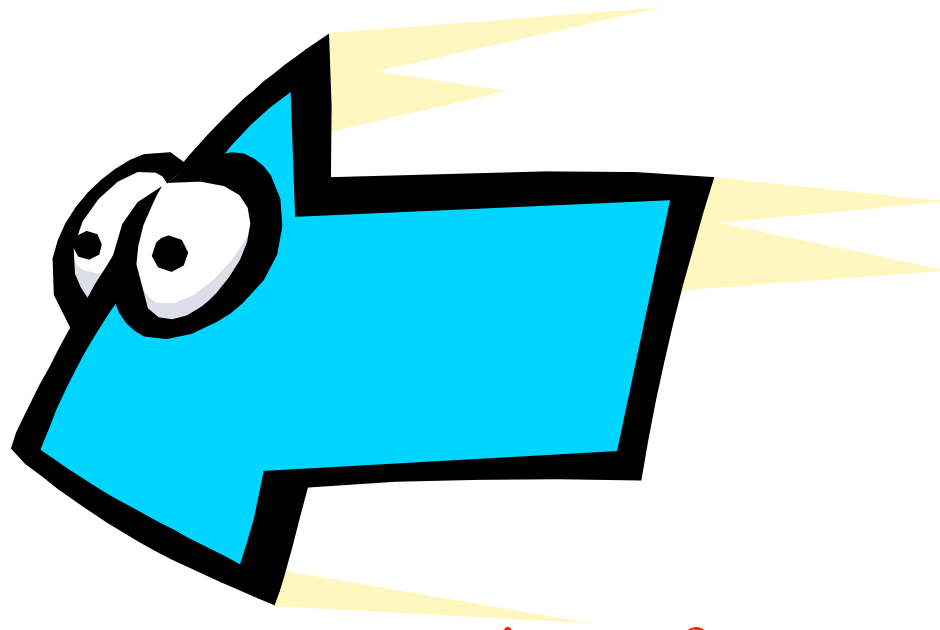
You might want to get a piece of paper and a pencil to see if you can guess the correct answers.
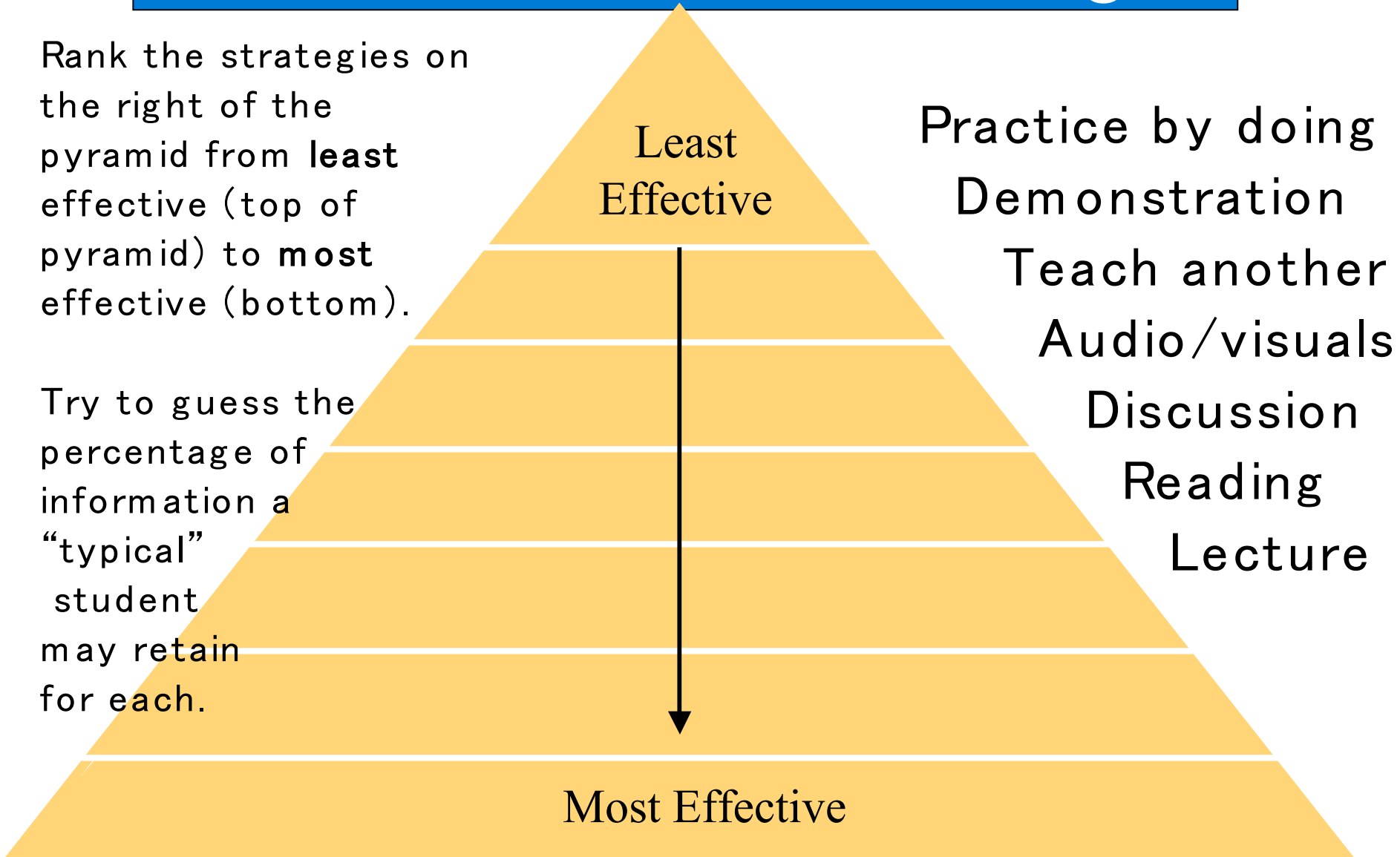
Effective Instructional Strategies

Rank the strategies on the right of the pyramid from **least** effective (top of pyramid) to **most** effective (bottom).

Try to guess the percentage of information a "typical" student may retain for each.
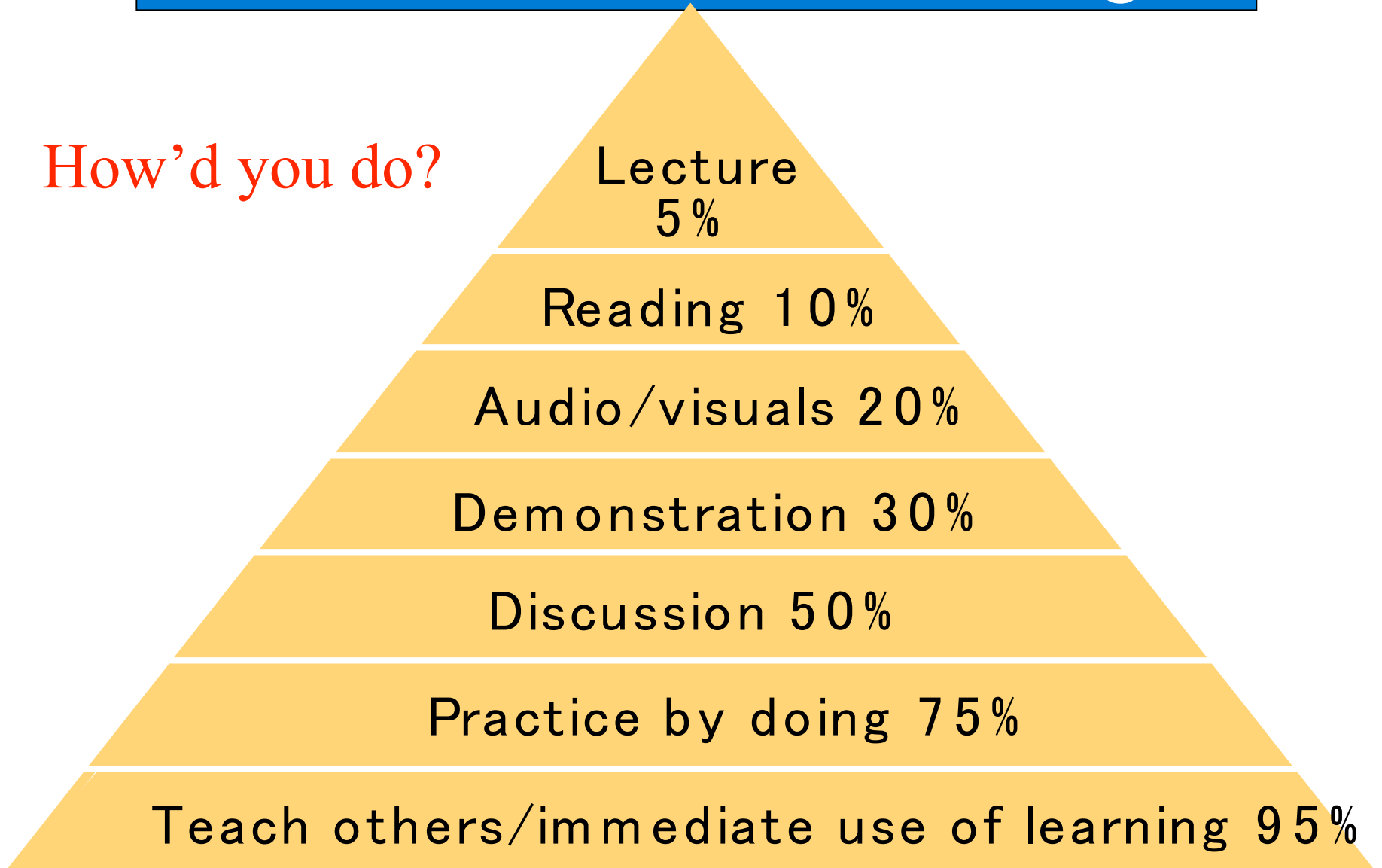
Least Effective

Most Effective

Practice by doing
Demonstration
Teach another
Audio/visuals
Discussion
Reading
Lecture

Effective Instructional Strategies

How'd you do?

Lecture 5%

Reading 10%

Audio/visuals 20%

Demonstration 30%

Discussion 50%

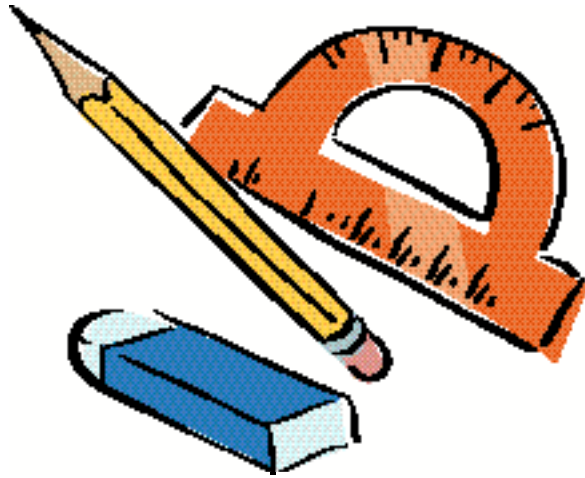Practice by doing 75%

Teach others/immediate use of learning 95%

So now you have a classroom of diverse learners… and you know that some of our past teaching strategies are not going to be effective with them…So, the million dollar question is.

How do you successfully meet the needs of the diverse learners in your classroom?

Differentiating Instruction

Differentiated Instruction is…

<u>A set of unique decisions</u> that the educator makes to bring learning within the grasp of all students. Remember, this includes students who are working on grade level, below grade level, and for those students working above grade level!

It is a thoughtful PROCESS!

Differentiation is…

Providing avenues to acquire content, process ideas and develop

And…

A means to provide multiple options for taking in and making sense of information

As well as…

A means of expressing learning

Principles of a Differentiated Classroom

- **<u>All students participate</u>** in respectful work.
- **<u>Teacher and students</u>** work together to ensure continual engagement & challenge for each learner.
- **<u>The teacher</u>** coordinates use of time, space, and activities.
- **<u>Flexible grouping</u>**, which includes whole class learning, pairs, student-selected groups, teacher-selected groups, and random groups.

Principles of a Differentiated Classroom

- **Time use** is flexible in response to student needs.
- A variety of **management strategies,** such as learning centers, interest centers, learning buddies, etc. is used to help target instruction to student needs.
- Clearly established **individual and group criteria** provide guidance toward success.
- **Students are assessed** in a variety of ways to demonstrate their own thought and growth.

Traditional Classroom <u>vs.</u> Differentiated Classroom

TRADITIONAL	DIFFERENTIATED

TRADITIONAL

- Differences are acted upon when problematic.

- Assessment is most common at the end of learning to see "who got it"

- A relatively narrow sense of intelligence prevails

- Coverage of curriculum guides drives instruction

- Whole class instruction dominates

- A single text prevails

DIFFERENTIATED

- Differences are studied as a basis for planning.

- Assessment is on-going and diagnostic to to make instruction more responsive to learner needs

- Focus on multiple forms of intelligences is evident

- Student readiness, interest, and learning profile shape instruction

- Many instructional arrangements are used

- Multiple materials are provided

Adapted from "The Differentiated Classroom: Responding to the Needs of All Learners," by Carol Ann Tomlinson, 1999, p.16

Differentiation of Instruction

*is a teacher's response to learners' needs*

guided by general principles of differentiation
such as:

respectful tasks   **flexible grouping**   **ongoing assessment
and adjustment**

ways to differentiate:

Content   Process   Product

according to students'

Readiness   Interests   Learning Profile

"The Differentiated Classroom: Responding to the Needs of All Learners," by
Carol Ann Tomlinson, 1999, p. 15

Ways to Differentiate:

Content:
What is taught

Process:
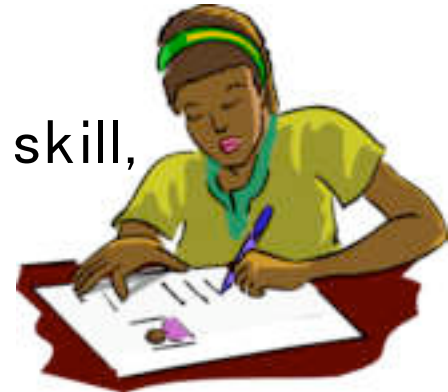How it is taught

Product:
How learning is assessed
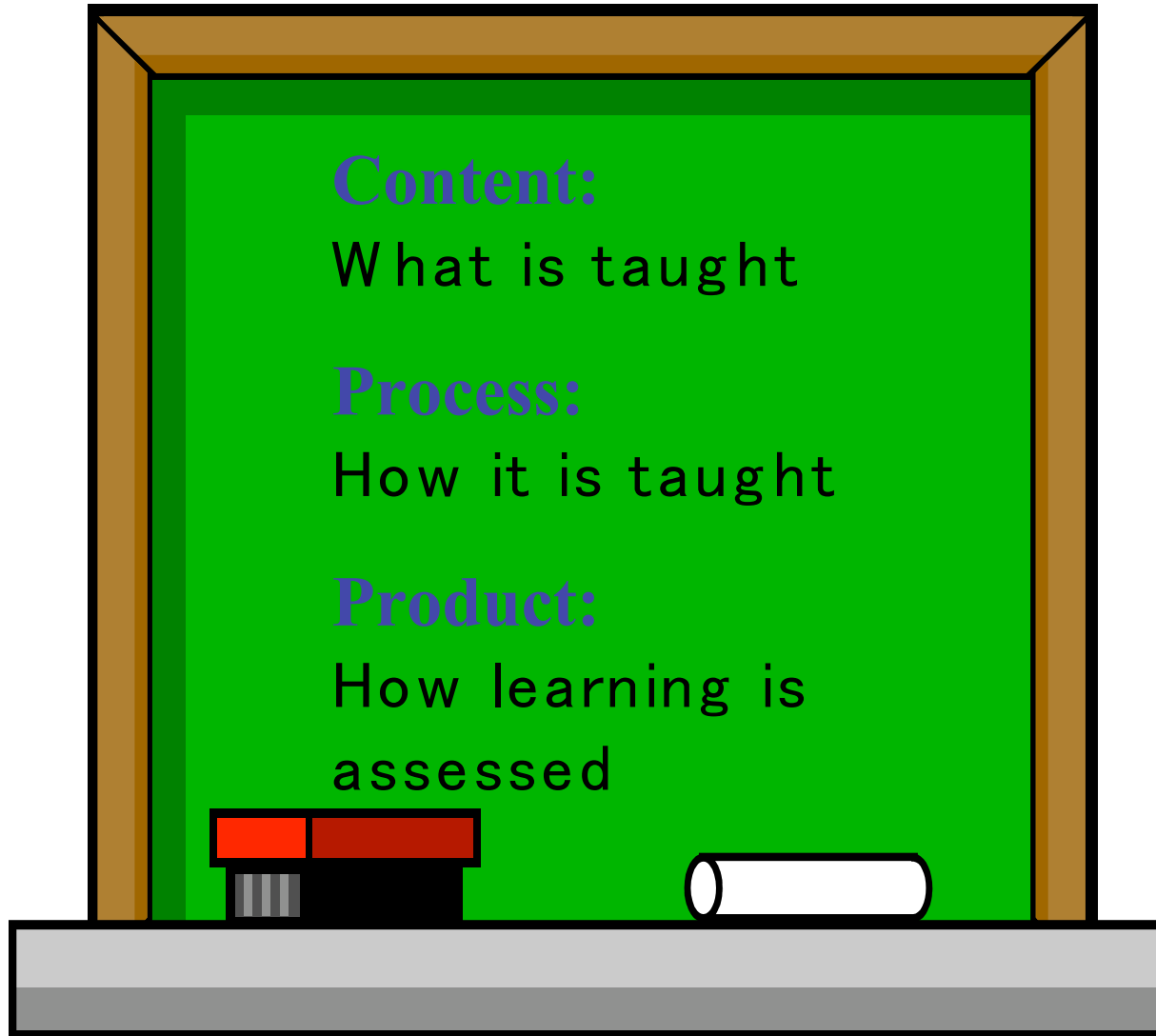
According to students'

Readiness-

Refers to readiness for a given skill, concept, or way of thinking.

Interests and Attitudes-

Have to do with those things that learners find relevant, fascinating, or worthy of their time.

Learning Profile & Need-

Refer to things such as learning style, intelligence preferences, how the student processes information, and how the learner sees himself in relation to the rest of the world.

Strategies for Differentiation

Confused? Let's break it down. Differentiation can include complex strategies, like writing tiered lesson plans, or it can take a more simplistic form, such as using reading buddies or think-pair-share strategies. Here is a condensed list of the continuum of differentiated strategies.

Higher Prep Strategies

Tiered Lessons

Flexible Grouping

Think-Tac-Toe

Multiple Intelligence
   Options

Graphic Organizers

Response/Exit Cards

Multiple Texts

Lower Prep Strategies

Reading & Study Buddies

Anchor Activities

Think-Pair-Share

Choices of books

Interest Surveys

Multiple Levels of
   Questioning

A Closer Look

Within the next few slides, you will be introduced to a few differentiated instructional strategies such as tiered lessons, exit cards, flexible grouping, anchor activities, response cards, think-tac-toe boards, cubing, graphic organizers, and min... Remember, these are just some of the many examples of differentiated instructional strategies. As you progress through your FOR-PD modules, you will also encounter classroom friendly examples of these and other differentiated strategies that you may want to implement in your classroom.

Tiered Instruction

- Provides teachers with a means of *assigning different tasks within the same lesson or unit.*

- The tasks will vary according to the students':

  - **Readiness**

  - **Interest**

  - **Learning Profile**

What can be Tiered?

Content

Process

Product

- ASSIGNMENTS
- ACTIVITIES
- HOMEWORK
- CENTERS
- EXPERIMENTS
- MATERIALS
- ASSESSMENTS
- WRITING PROMPTS

Planning Tiered Activities
A Four Step Method

Step 1. Identify <u>key concepts or skills</u> (i.e., SSS)

What should students know, understand, or be able to do?

Step 2. Think about students and/or use assessment to determine:

Readiness Levels

Interests

Learning Profles

Step 3. Create an activity for "on‑level" learners that is:

- Interesting
- Challenging
- Causes students to use key skill(s) to understand the major idea or concept.

Step 4. Adjust the activity accordingly. Remember… you may not need to adjust the activity if you are differentiating by interest or by learning profle. However, if you are differentiating by readiness, you will need to adjust for "struggling learners" and "highly‑able" learners.

Struggling Learners ⟵ On-Level Learners ⟶ Highly-Able Learners

⟵ "Adjusting the Task" ⟶

Flexible Grouping

Flexible grouping is an opportunity for students to work with a variety of students, through whole group or in many different forms of small groups. The key to flexible grouping is in the name…FLEXIBLE. Students have an opportunity to be in different groups depending on the activity.

- Initially use whole group for instruction

- Divide group for practice or enrichment

- Not used as a permanent arrangement

- Use groups for one activity, a day, a week, etc.

Flexible grouping is the cornerstone of successful differentiated instruction – Carol Ann Tomlinson

How does flexible grouping benefit students?

- Gives students and teachers a voice in work arrangements.

- Allows students to work with a variety of peers.

- Keeps students from being "pegged" as advanced or struggling.

Group Membership

Can be determined by:

- Readiness
- Interest
- Reading Level
- Skill Level
- Background Knowledge
- Social Skills

Anchor Activities

Anchor activities are ongoing assignments that students can work on independently throughout a unit, a grading period, or longer.

Some Anchor Activities

- "Brain Busters"
- Learning Packets
- Activity Box
- Learning/Interest Centers
- Vocabulary Work
- Accelerated Reader
- Investigations
- FCAT Practice Activities
- Magazine Articles with Generic Questions or Activities
- Listening Stations
- Research Questions or Projects
- Commercial Kits and Materials
- Journals or Learning Logs
- Silent Reading
- Websites

The Purpose of an Anchor Activity

- Provide meaningful work for students when they finish an assignment or project, when they first enter the class, or when they are "stumped."

- Provide ongoing tasks that tie to the content and instruction

- Free up the classroom teacher to work with other groups of students or individuals

Exit Cards

Exit Cards (AKA "Tickets Out The Door") are used to gather information on student readiness levels, interests, and/or learning profiles. They can be used as quick assessments to see if the students are "getting it."

The teacher hands out index cards to students at the end of an instructional sequence or class period. The teacher asks the students to respond to a pre-determined prompt on their index cards and then turn them in as they leave the classroom or transition to another subject.

The teacher reviews the student responses and separates the cards into instructional groups based on preset criteria.

Exit Cards Groupings

Group 2
Students with some understanding of concept or skill

Group 1
Students who are struggling with the concept or skill

Group 3
Students who understand the concept or skill

Readiness Groups

Explain the difference between *simile* and *metaphor*.

Give some examples of each as part of your explanation.

"Happy as a clam" is an example of a: (circle the correct response)

Simile

Metaphor

Exit Card Samples

Notice how these exit cards have been differentiated by readiness. Each student is still expected to know about similes and metaphors, but their individual questions are based on their skill level and their degree of knowledge.

Exit Card 3 – 2 – 1 Summarizer

After reading over my rough draft…

3 revisions I can make to improve my

draft.

2 resources I can use to help improve
my draft.
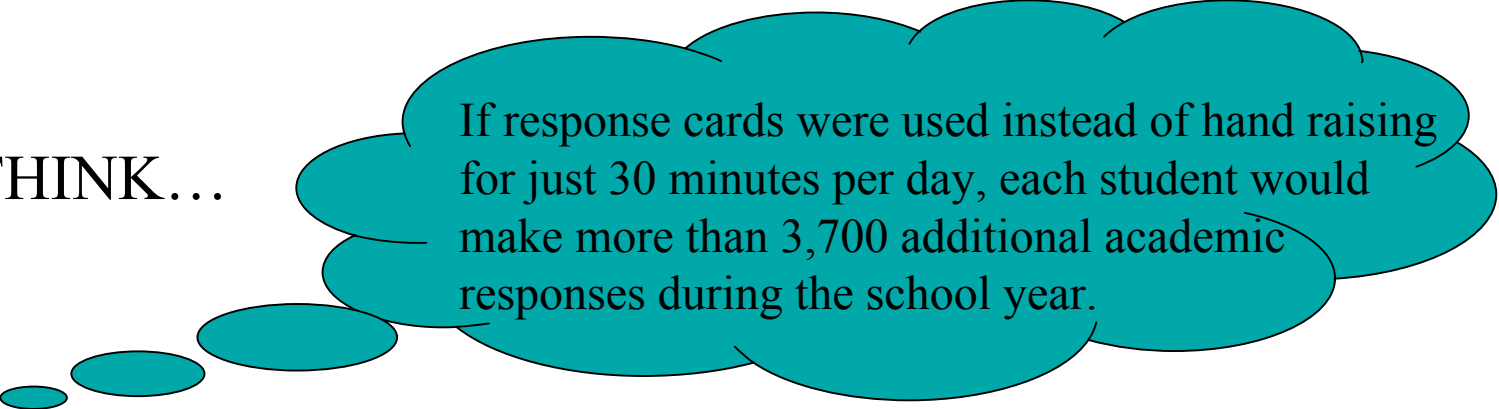
1 thing I *really like* about my first draft.

Response Cards

Response cards are another form of quick assessment. Each student has a card and indicates their understanding of a topic by holding up the appropriate response. Response cards:

- Increase participation level of all students

- Increase on-task behavior

- Provide immediate feedback

- Are highly motivating and fun!

JUST THINK…

If response cards were used instead of hand raising for just 30 minutes per day, each student would make more than 3,700 additional academic responses during the school year.
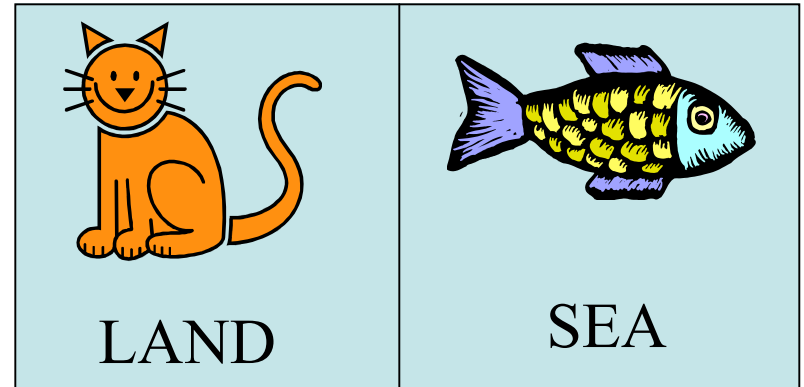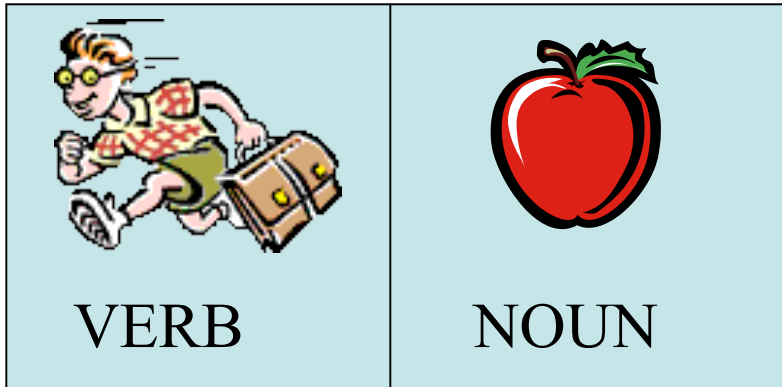
Types of Response Cards…

Preprinted   Student made   Write-on boards

EXAMPLES

VERB	NOUN	LAND	SEA

|			
.	?	TRUE	FALSE
"	!		
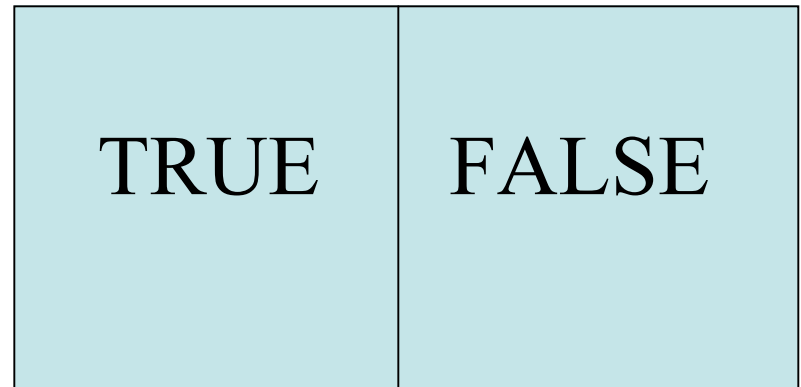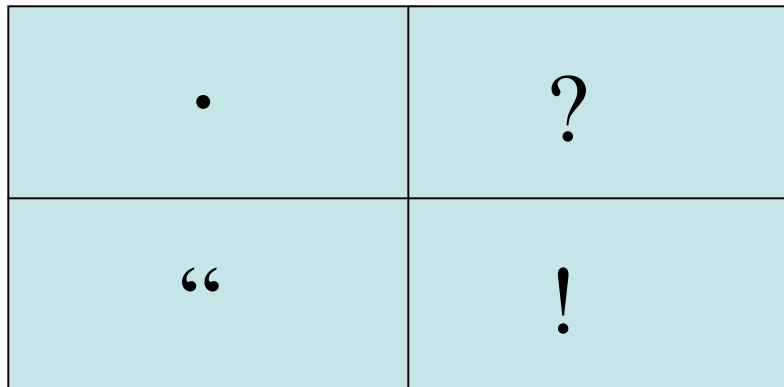
Think-Tac-Toe

Think-Tac-Toe boards give students a choice in how they demonstrate their understanding of a given topic.

| Complete a character analysis for the main character of your story.	Complete a character report card .	Name & draw a person who is like one of the characters from the book.
Build a miniature stage setting for your story.	Draw a picture describing at least 3 settings from the story.	Make up a limerick or cinquain poem about the setting of your story
Use a sequence chart or timeline to describe at least 7 events.	Write a new beginning or ending to the story.	Make a game board about your story. Include key events (in order)

Cubing
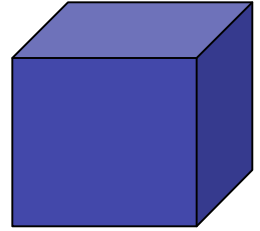
- A cube consists of 6 commands— one on each of its 6 faces— followed by a prompt that describes the task the student should do.

- Can be used to differentiate activities on the basis of students' readiness. For example, using 2 or more cubes with the same commands, modify the prompts or tasks so that they are at different levels of difficulty.
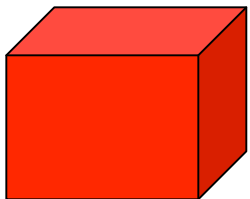
- Can be used to differentiate activities based on students' interests or learning profiles.
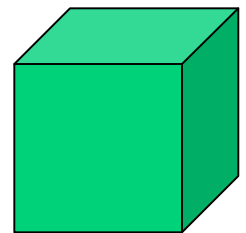
Cubing

- Designed to help students think about a topic from different angles

- Game-like—motivates children

- Recognizes large reservoir of knowledge and skills of some learners

- Satisfies hunger to do something different

- Eliminates boredom and lethargy resulting from unnecessary drill and practice.

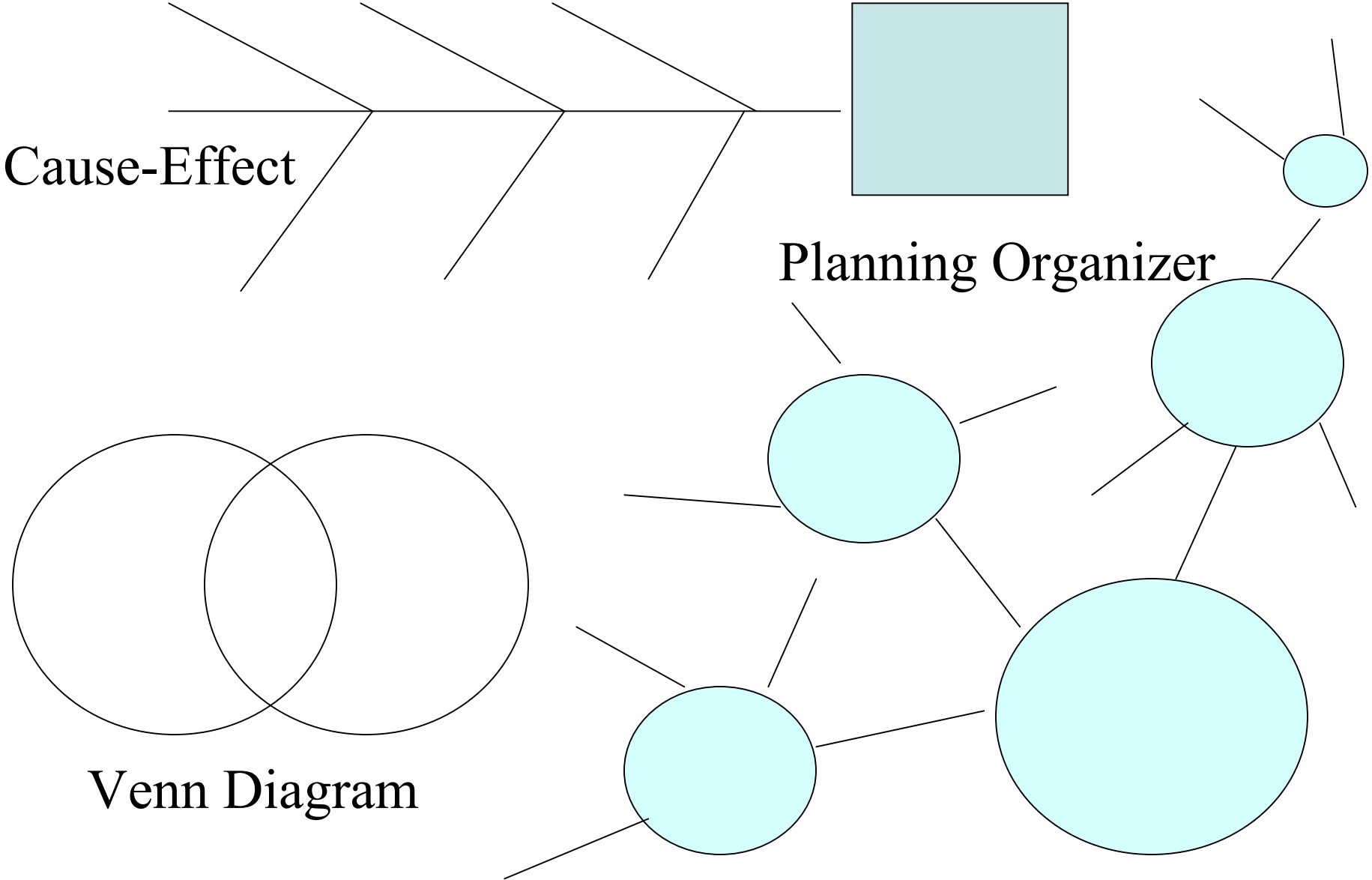- Often used to reinforce, extend or demonstrate learning
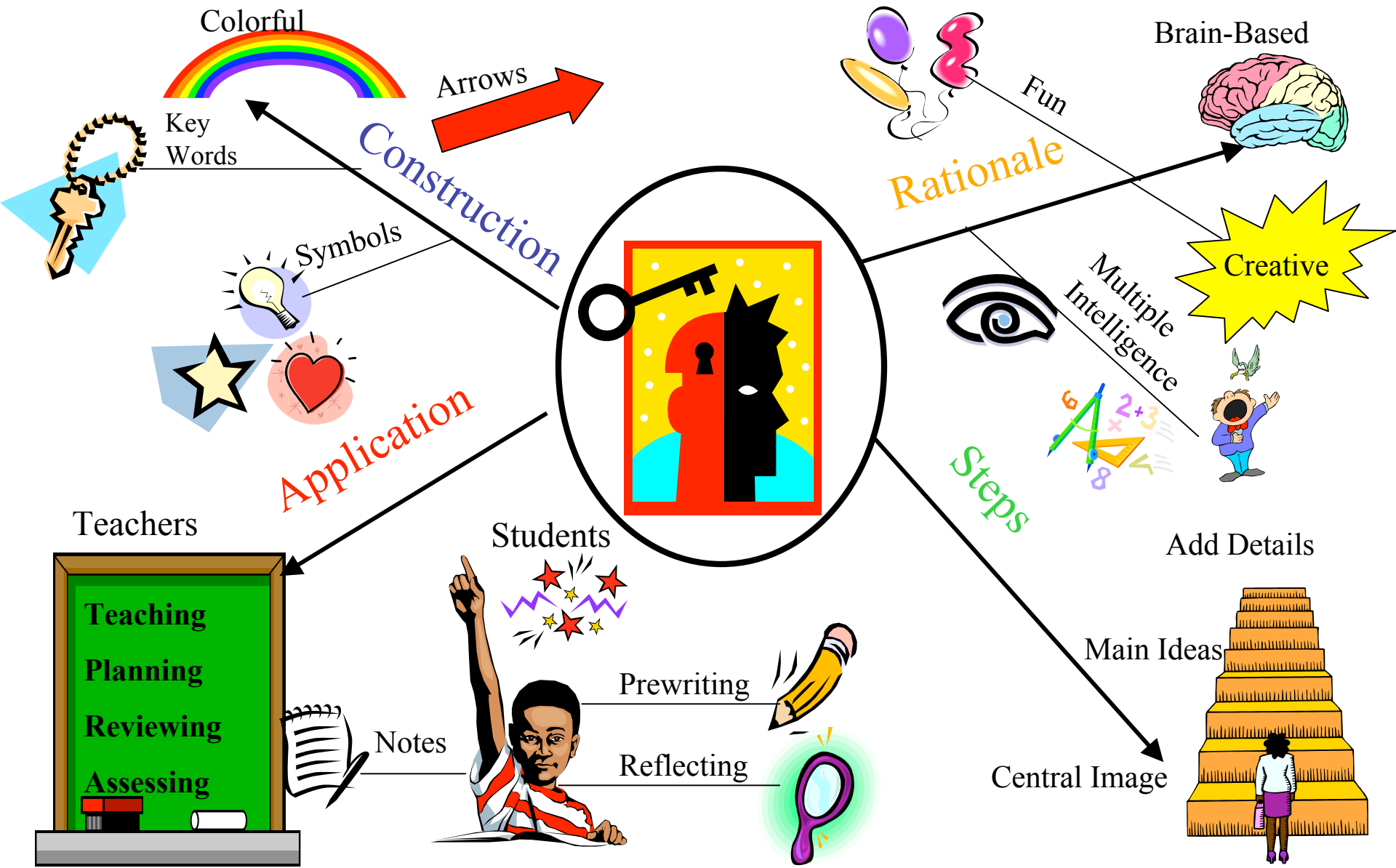
Graphic Organizers

- Aides comprehension, concept development and learning
- Highlights key vocabulary
- Provides an organized, visual display of knowledge
- Focuses attention on key elements
- Helps integrate prior knowledge with new knowledge

Graphic Organizers

Cause-Effect

Planning Organizer

Venn Diagram

Mind Mapping

Construction
- Colorful
- Key Words
- Arrows
- Symbols

Rationale
- Fun
- Brain-Based
- Multiple Intelligence
- Creative

Application
- Teachers
  - Teaching
  - Planning
  - Reviewing
  - Assessing
- Students
  - Notes
  - Prewriting
  - Reflecting

Steps
- Add Details
- Main Ideas
- Central Image

What else can I do?

Here are some more specific strategies you can do as a teacher that will help meet the needs of ALL the students in your class.

Use cassette recorders as a means for students to receive information or as a means for students to demonstrate knowledge

Use graphic organizers such as flowcharts, Venn diagrams, semantic mapping, mind mapping, etc.

Have students underline or highlight key words or phrases

Use texts that are tailored to the students' reading levels

Use questions that are tailored to the students' comprehension level (Bloom)

Collect topic related supplementary materials such as comic books, newspaper articles, magazines, etc.

Continued…

Provide word walls for students to reference while reading/writing

Encourage different forms of expressing learning such as drawing, acting, poetry, etc.

Use flexible grouping, peer tutoring, learning buddies, etc.

Use ongoing assessment of students progress so that intervention can occur quickly (exit cards, response cards…)

Use student diaries, learning logs, journals, prediction logs

Shorten or lengthen assignments while still maintaining the objective of the lesson

Rewrite problems using less/more complex language

Getting Started

- Examine Your Philosophy About Individual Student Needs
- Start Small
- Grow Slowly - But Grow
- Envision How an Activity Will Look
- Step Back and Reflect
- Talk with Students Early and Often
- Continue to Empower Students
- Continue to be Analytical

In My Differentiated Classroom…

- ✓ **Everyone will feel welcomed**

- ✓ **Mutual respect will be nonnegotiable**

- ✓ **Students will feel physical, mental & emotional safety**

- ✓ **There will be a pervasive expectation of growth**

- ✓ **I will teach for success**

- ✓ **A new sort of fairness will be evident and accepted**

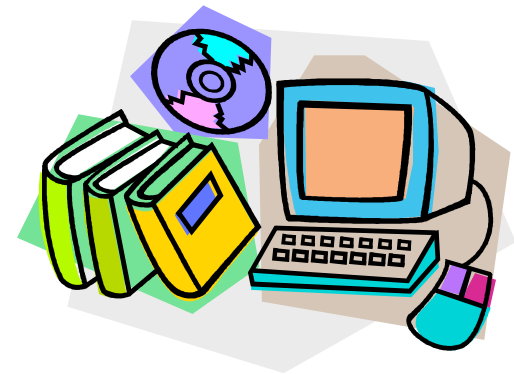- ✓ **We will collaborate for mutual growth and success**
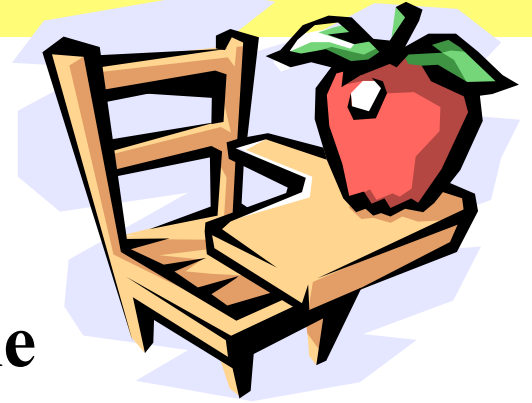
We are for difference,
for respecting difference,
for valuing difference,

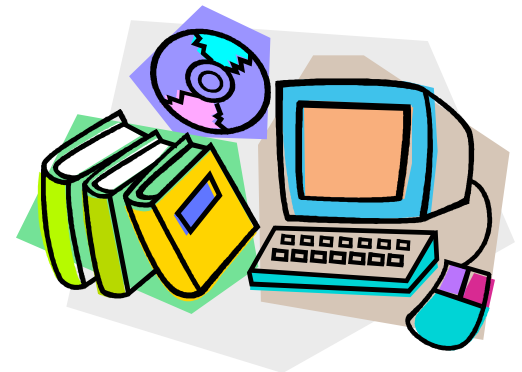until difference no longer
makes a difference.

Websites

- www.FloridaInclusionNetwork.com

- ideanet.doe.state.in.us/exceptional/gt/tiered_curriculum/ welcome.html

- www.mcps.k12.md.us/departments/eii/eiimanage practicespage.html

- www.Help4teachers.com

- www.teachervision.com

- www.ascd.org

Websites

- www.quasar.ualberta.calddc/inc/difinst.htm

- http://pirate/shu.edu/~collinjo/edsites/difflearn.htm

- http://www.ascd.org/pdi/demo/diffinstr/tomlinson2.html

- www.KaganOnline.com

- www.weac.org/kids/1998-99/march99/differ.htm

Resources

➤ **How to Differentiate Instruction in Mixed-Ability Classrooms 2nd Edition** By Carol Ann Tomlinson University of Virginia

➤ **The Differentiated Classroom Responding to the Needs of All Learners** By Carol Ann Tomlinson

<u>Ordering Info:</u>
 ASCD in Alexandria, Virginia
Phone: 1-800-933-2723   Fax: (703) 299-8631
 www.ascd.org

Resources

➢ Differentiated Instructional Strategies: One Size Doesn't Fit All By Gayle H. Gregory and Carolyn Chapman

➢ Differentiating Instruction for Students with Learning Disabilities By William Bender

Ordering Info:
 Corwin Press, Inc.
Phone: 1–800–818–7243   Fax: (800) 417–2466
 www.corwinpress.com