

# Differentiated Instruction: What's Different About That?

**M. Pleshette Smith**

# FYI

## Note from MDE

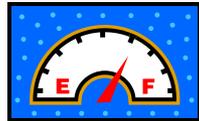
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# Let's do a Fuel Gauge Check



1/4 tank: need of more “fuel”



1/2 tank: enough to take short trips



3/4 tank: ready for a long journey



full tank: enough fuel to share with others

# Warm-up: Mixed Readiness Groups

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- Create a group of six (5) who have a variety of fuel levels indicated on their gauge.
- Sit together in a group.



# Objectives

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## Participants will:

- **Gain** an overview of differentiated instruction;
- Be able to **implement several differentiation strategies**; and
- **Identify things to consider when implementing differentiation** at the classroom, school, and district level.

# What Is Differentiated Instruction?

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Differentiated instruction refers to a systematic approach to planning curriculum and instruction for **academically diverse learners**.



# Differentiated Instruction

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## DI involves

- Giving students a range of ways to **access curriculum, instruction, and assessment**;
- **Interacting and participating** in the classroom; **demonstrating** and **expressing** what they learn; and
- **Understanding and taking in information.**

# Differentiated Instruction

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Differentiated instruction is based on the assumptions that students differ in their **learning styles, needs, strengths, and abilities**, and that classroom activities should be adapted to meet these differences.

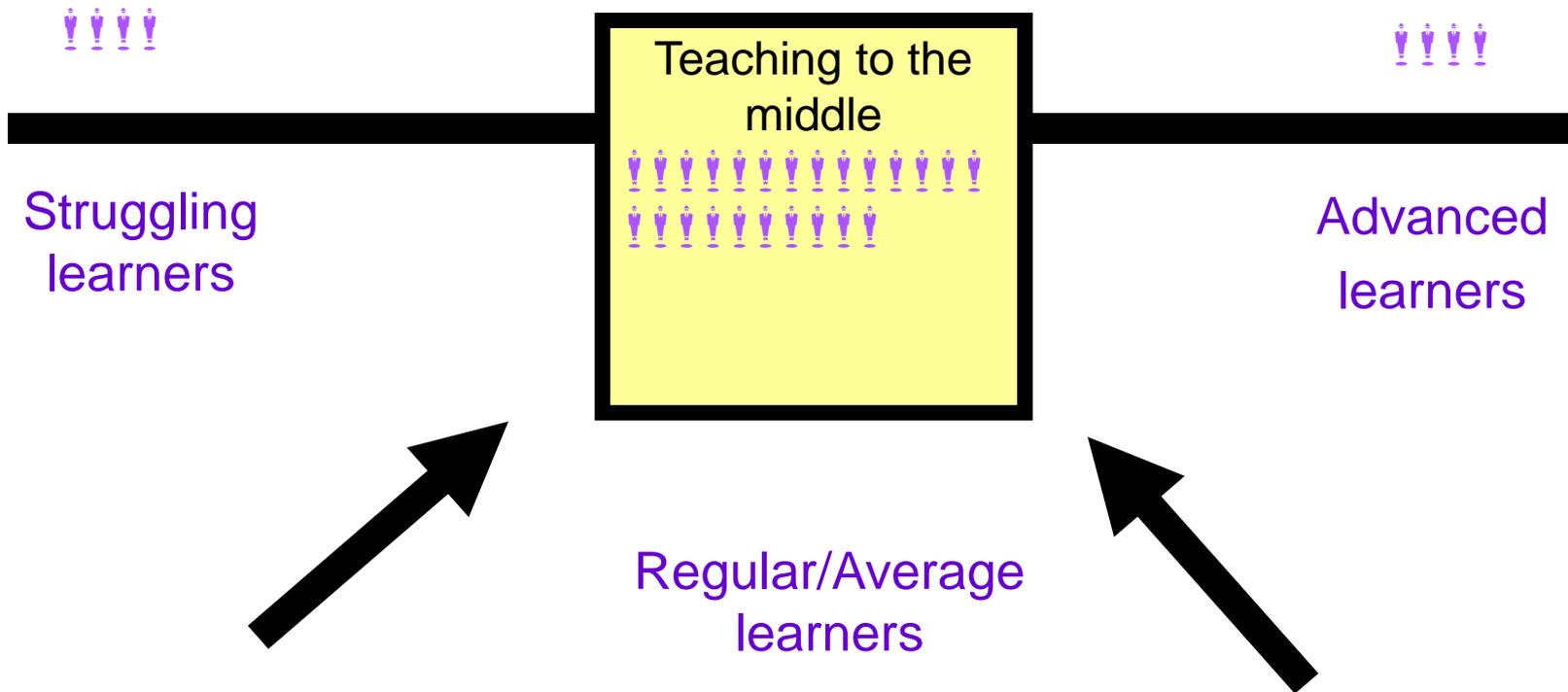
# Differentiated Instruction

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Differentiation means **tailoring the instruction** to meet individual needs. The use of ongoing assessment and flexible grouping makes this a successful approach to instruction.

# Lining it all up: TRADITIONAL TEACHING LENS

Teaching Lens



# Why Differentiated Instruction?

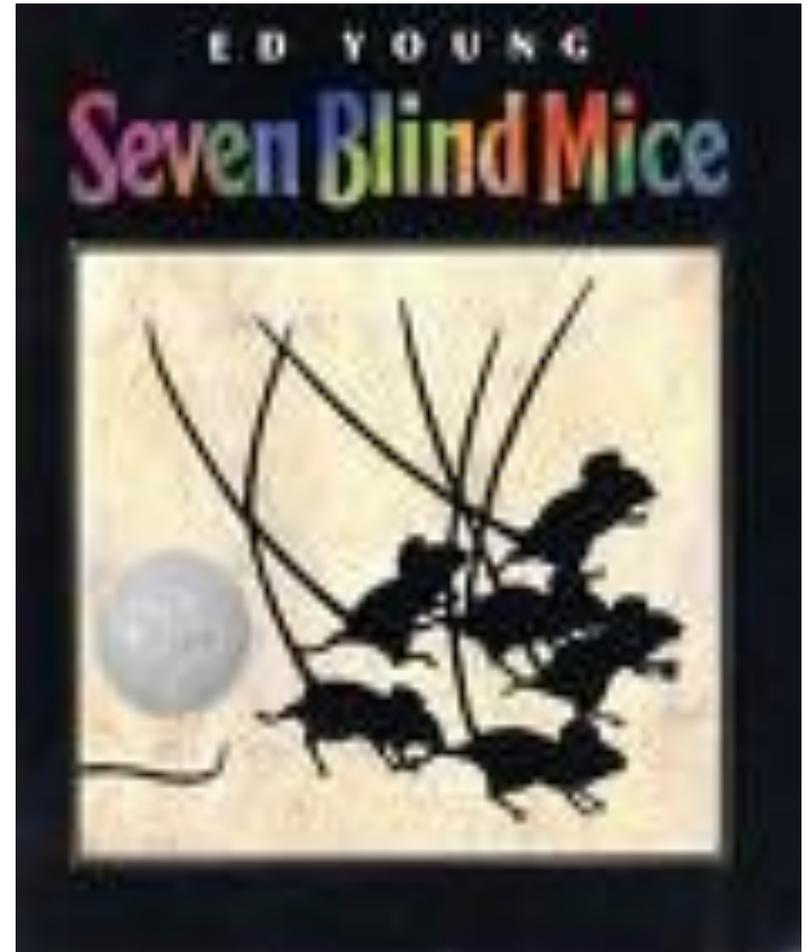
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When learning tasks are consistently too hard, students become anxious and frustrated. When tasks are consistently too easy, boredom results. Both boredom and anxiety inhibit a student's motivation to learn, and eventually impact achievement.



# Myths About Differentiated Instruction

1. Individualized instruction a la special education
2. Chaotic
3. Homogenous grouping all the time
4. Tailoring the same suit of clothes
5. Expecting more of advanced learners and less of struggling learners
6. New
7. It's formulaic; there are a finite number of "correct" strategies that always work



# THE DI DECISION-MAKING PROCESS

- ✓CONTENT
- ✓INTRODUCTION
- ✓INITIAL INSTRUCTION
- ✓PREASSESSMENT
- ✓DIAGNOSIS

What are the CRITICAL DIFFERENCES in my students?

How can I MODIFY one or more of the 10 curriculum components to address difference?

CHOICE or  
ALTERNATIVES  
Adjusting the Breadth

TIERING  
Adjusting the Depth

MANAGEMENT OF FLEXIBLE, SMALL GROUPS

POST ASSESSMENT: Impact of DI

# Differentiation is...



- Having high expectations for all students
- Adjustment of core content
- Providing students with choices about what and how they learn
- Assigning activities geared to different learning styles, interests, and levels of thinking

# Differentiation is...



- Acknowledgement of individual needs
- Assessment to determine student growth and new needs
- Adjustment of curriculum by complexity, breadth, and rate
- Educational experiences which extend, replace, or supplement standard curriculum

# Discussion Question

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**What are you already doing to differentiate instruction in your classroom?**



# TV Interest Groups

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- On a colored index card, write the name of your two favorite television shows.
- Find five other people who have at least one show/type of show in common with you.
- Sit together in a group.



# Differentiation is not...

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- More problems, questions, or assignments
- Get it on your own
- Recreational reading
- Independent reading without curriculum connections



# Differentiation is not...

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- Free time to draw or practice your talent
- Cooperative learning groups where the gifted child gets to be the leader
- Activities that all students will be able to do
- Interest centers, unless linked to core content and at a complex level



# What Are EASY Ways to Connect With Students?

- **LISTEN**
- Talk at the door
- Complete interest assessments and use the data
- Use small group instruction
- Seek and use student input
- Invite examples, analogies, experiences
- Use student-led discussions
- Share your own stories
- Seek varied perspectives
- Go to student events
- Spend time in the café during lunch or study halls
- Keep student data cards
- Attend extra-curricular activities
- Build some of the curriculum on student interests and culture

# Bao



When he first began school, Bao stated that he was “scared to make friends” because his English-language skills were limited. He didn’t want to raise his hand and felt frustrated in class. Bao received English as a Second Language (ESL) services for fourth and fifth grade, which helped him to learn English faster and “feel the same as other kids.” In ESL classes, Bao felt that he “sort of” was able to show his true abilities. “I knew to read and write to show how smart I was. I learned English faster than the other kids and got them mostly all right so I sort of knew I was smart then.”

# Molly



Molly is now unstoppable. Her history teacher noticed an on-off switch in her. “Molly turned into my best student. It didn’t start out that way.

Molly herself knows what her teacher is talking about. McNair knew she was smart and didn’t think she had to prove it by getting good grades. Then one day she realized that colleges would need evidence of her abilities and it occurred to her that “intelligence is worth nothing unless you can work with it. A hard working person is going to go farther than a smart person if the smart person doesn’t choose to work.” The As in honors classes rolled in after that...

# Sadness in My Heart

Vena Romero, 11 years old



My thoughts flow vigorously  
Through my mind  
As I see the tears fall endlessly  
Because we, the younger generation, are blind.  
Blinded by the white world  
and what it brings,  
We forget about our world  
And all our sacred native things.  
We have held our tradition  
For so very long.  
The elders are praying, wishing,  
That it will live on.  
We're forgetting about them  
And our future.  
Slowly, we're losing them  
And our culture  
We can't see  
How we're hurting ourselves  
By losing our identity,  
Our culture, tradition, heritage, and our ourselves.  
We are not Native Americans  
Without our world.  
We are just dark-skinned Americans  
In a white world.

# Daquanna



Due in most part to her disability, Daquanna was an extremely shy and quiet child. When she talked, she almost whispered. Her teachers described her as highly sensitive, insightful, and caring and noted that Daquanna was always concerned about her own achievement level and frequently sought approval when she tried new things. Furthermore, she rarely took risks until she was familiar with all aspects of a learning experience. She worked best with constant individual support. She frequently asked, “Is this right?” and she constantly questioned herself and her skills. She typically avoided academics, but enjoyed the creative activities that were available in her school. She especially liked drawing, art, and music. The one class each week where she worked independently and was willing to take risks was art. Her artistic skill became especially apparent when she received a first-place ribbon in a district-wide competition for a sculpture of herself which included details that reflected her cultural heritage and ethnicity.

# Differentiation - How Does it Work?

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- Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile:
  - Content
  - Process
  - Product
  - Learning environment

# Setting the Stage for Learning

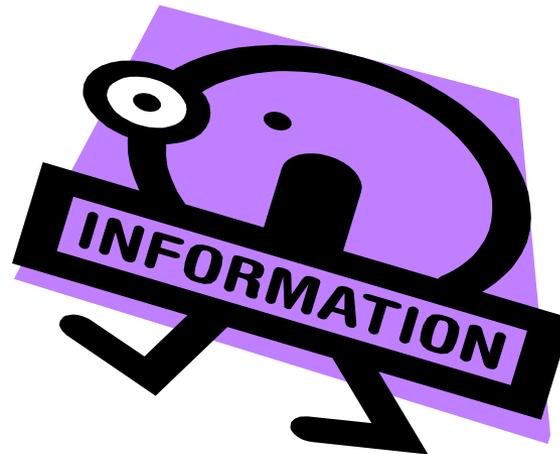
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- **Content**—What we teach and how we give students access (accommodation) to the information and ideas that matter.
- **Process**—How students come to understand and “own” the knowledge, understanding, and skills essential to a topic.
- **Products**—How a student demonstrates what he or she has come to know, understand, and be able to do as a result of appropriate instruction.
- **Learning environment**—The way the classroom feels and functions.

# Content

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What the student **needs to learn** or how the student will get access to the information



# Content Examples

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- Using reading materials at varying readability levels
- Putting text materials on tape
- Using spelling or vocabulary lists at readiness levels of students

# Content Examples

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- Presenting ideas through both auditory and visual means
- Using reading buddies
- Meeting with small groups to re-teach an idea or skill for struggling learners, or to extend the thinking or skills of advanced learners

# Process

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**Activities** in which the student engages in order to make sense of or master the content.



# Process Examples

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- Using tiered activities through which all learners work with the same important understandings and skills, but proceed with different levels of support, challenge, or complexity.
- Providing interest centers that encourage students to explore subsets of the class topic of particular interest to them.

# Process Examples

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- Offering manipulative or other hands-on supports for students who need them.
- Varying the length of time a student may take to complete a task, in order to provide additional support for a struggling learner or to encourage an advanced learner to pursue a topic in greater depth.

# Product

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Culminating **projects** that ask the student to rehearse, apply, and extend what he or she has learned in a unit.



# Product Examples

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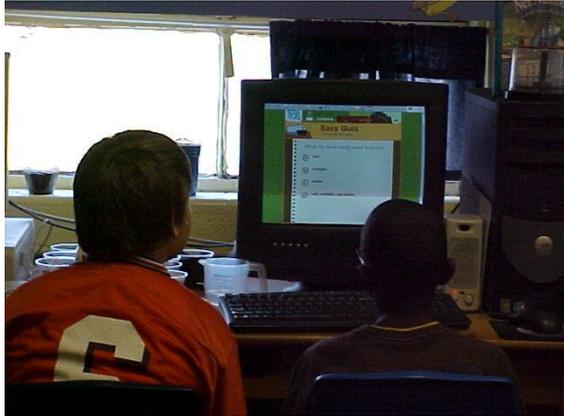
- Giving students options of how to express required learning (e.g., create a puppet show, write a letter, or develop a mural with labels).
- Using rubrics that match and extend students' varied skills levels.

# Product Examples

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- Allowing students to work alone or in small groups on their products.
- Encouraging students to create their own product assignments as long as the assignments contain required elements.

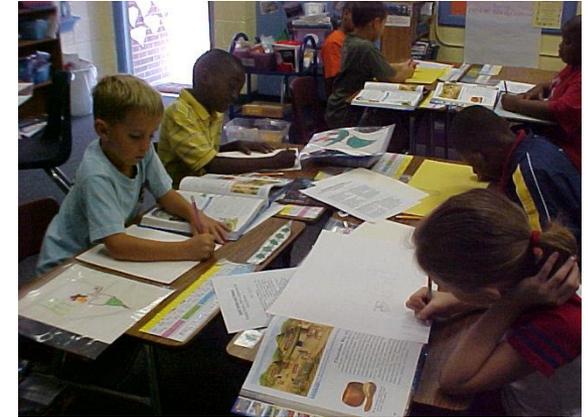
# Differentiating a **Product** Lesson... Giving Students Choices



**Technology**



**Drawing**



**Fact-Finding**

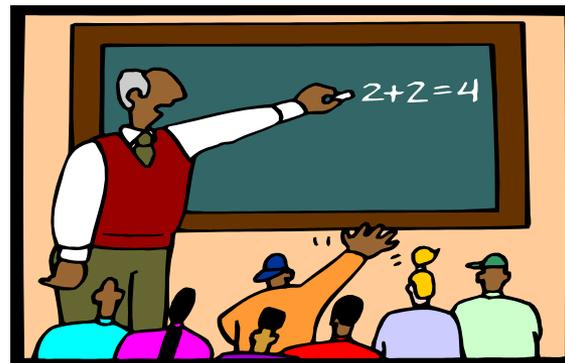
**Singing**



# Learning Environment

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The way the **classroom works and feels** helps the students become more effective learners in the classrooms and/or schools, which creates a sense of community in which they feel respected.



# Learning Environment Examples

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- Making sure there are places in the room to work quietly and without distraction, as well as places that invite student collaboration.
- Providing materials that reflect a variety of cultures and home settings.
- Setting out clear guidelines for independent work that matches individual needs.

# Learning Environment Examples

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- Developing routines that allow students to get help when teachers are busy with other students and cannot help them immediately.
- Helping students understand that some learners need to move around to learn, while others do better sitting quietly.

# Differentiated Instruction

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The use of differentiated instruction yields both **challenges** and **benefits** for the students and teacher.



# Benefits for Students

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- Diverse needs, learning styles and interests are addressed.
- DI provides choices and encourages student responsibility.
- Self-directed learning allows students to learn at their own pace.
  - Students are more enthusiastic and motivated when the topics are made relevant and connect to an interest they have.
  - Students are met where they are.

# Benefits for Students

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- **Peer collaboration**

- Students appear to learn more content when taught with peer-mediated learning than with traditional teaching.
- Students in a diverse group of peers can learn from the strengths of others as well as feel like their own contribution is worthwhile.

# Challenges for Students

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- **Feeling of inequality**
  - Students can perceive some activities as easier or harder than others in the class, which can be seen as unfair treatment.
  - Students may not have a clear understanding of the grading system.
  - Students must be aware of the main objectives and the variety of ways to achieve them.

# Challenges for Students

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- Self-regulation and focus
  - Lack of flexibility and guidance by the teacher can hurt ability for success.
  - Some students are resistant to self-directed learning.

# Challenges for Students

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- **Team work**

- Students who are poorly motivated, lack confidence, and/or do not possess the skill to work with peers may have some difficulties.
- Students who are overly confident may attempt to take control, not allowing the contribution of others.

# Benefits for Teachers

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- Meets the needs of many learners at one time.
- Use of the learning profile will determine how the students prefer to learn.
- Learning and recognizing student interests will connect the student interests to the content of the curriculum.

# Benefits for Teachers

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- Consider the readiness level to provide more one-on-one instruction.
- Pre-assessments, ongoing assessments and final assessments will allow the teacher to be aware of where the students are in the learning process at all times.
- The students are engaged through facilitation, which gives them an opportunity for growth.

# Benefits for Teachers

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- The classroom environment will provide students with choices to learn by manipulating different areas of the classroom.
- The various learning styles will make you, as a teacher, more flexible and understanding of all types of learners.
- The awareness of student learning, interests, and readiness levels will include students with learning differences and gifted students.

# Challenges for Teachers

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- Lesson planning can be time consuming and complex.
- Adapt effective instruction for all learners in each class to avoid a “one size fits all” curriculum.
- The students’ readiness levels are challenged in order to plan for appropriate instruction.
- Classroom management can become more difficult because of different groups of learners working different activities all at once.

# Challenges for Teachers

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- Lack of experience or exposure to differentiated instruction can make the transition from professional development or teacher programs to implementation difficult.
- Teachers need to be aware of overemphasizing their own learning styles preference when developing lessons or units.

# **Suggestions for Working with Struggling Learners**

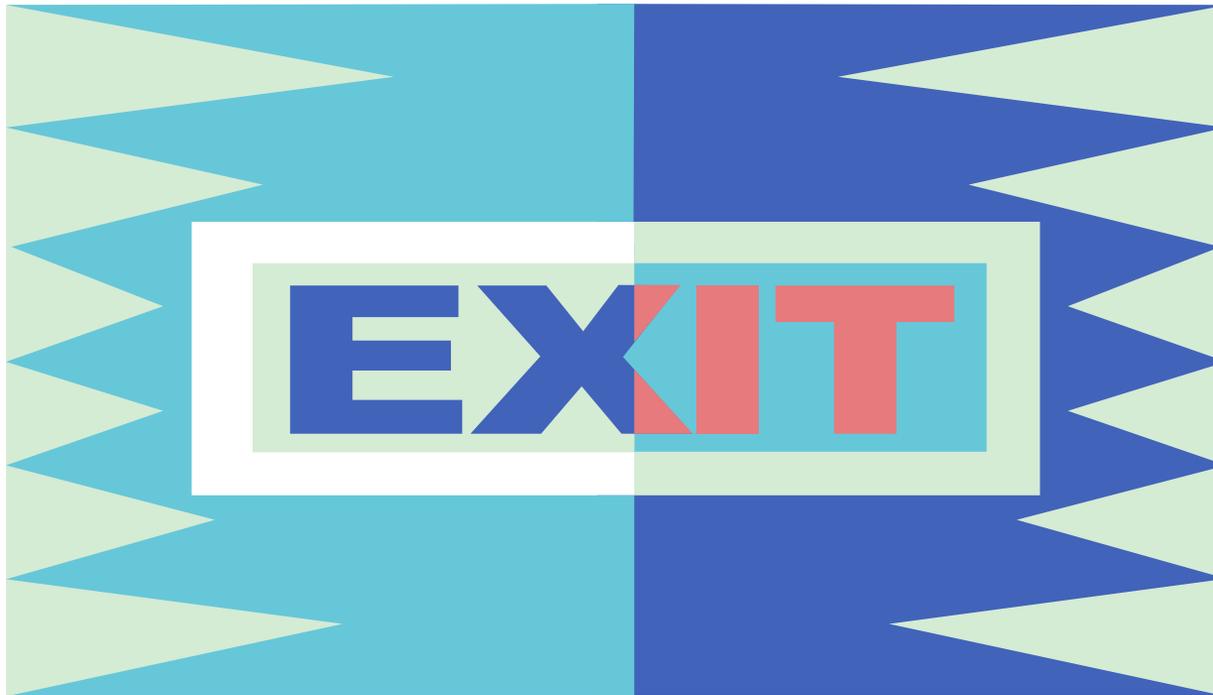
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- **Look for the learner's positives.**
- **Don't let what's broken extinguish what works.**
- **Pay attention to relevance.**
- **Go for powerful learning.**
- **Teach up.**
- **Use many avenues to learning.**
- **See with the eyes of love.**

*Tomlinson, How to Differentiate Instruction in Mixed-Ability Classrooms, ASCD*

# EXIT Cards

What have you learned about DI so far?



# Time for a Break!

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# Differentiation Foldable

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**Differentiation  
strategies I've  
tried**

**Challenges to  
incorporating  
differentiation**

**Questions I  
have about  
differentiation**

# Differentiated Strategies

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All strategies are aligned with instructional goals and objectives.

Specific strategy selection is based on

- Focus of **instruction**
- Focus of **differentiation**

# Differentiation Strategies

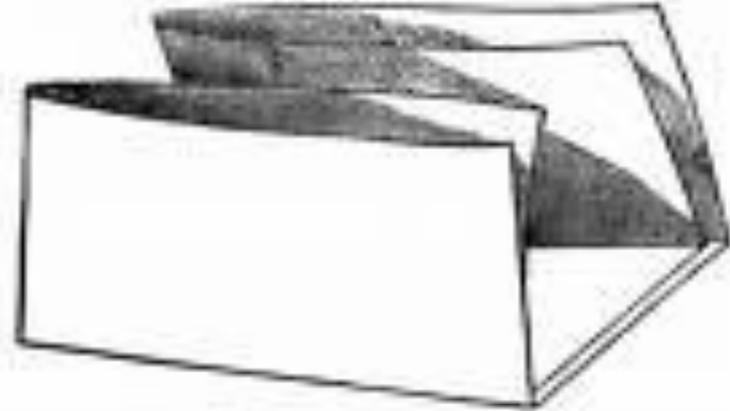
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**Group 1: Compacting**

**Group 2: Independent Study**

**Group 3: Interest Center or Interest Group**

**Group 4: Flexible Grouping**



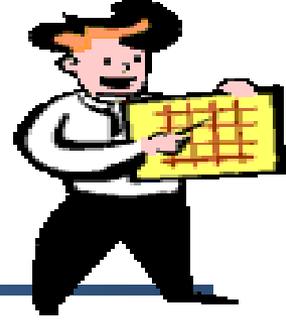
# Examples of Differentiation Strategies for Product

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- Choice Boards
- Tiered Activities
- Learning Contracts
- RAFT (Role/Audience/Format/Topic)



# CHOICE BOARDS

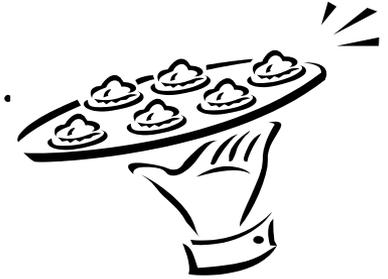


- Students choose from a menu of options.
- Tasks vary by process and interest.
- Some anchor activities can be required of all students.
- Homework, projects, and assessment can be used as additional options.

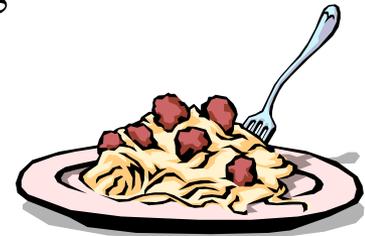
# Diner Menu – Photosynthesis

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- **Appetizer (Everyone Shares)**
  - Write the chemical equation for photosynthesis.



- **Entrée (Select One)**
  - Draw a picture that shows what happens during photosynthesis.
  - Write two paragraphs about what happens during photosynthesis.
  - Create a rap that explains what happens during photosynthesis.



# Diner Menu – Photosynthesis

- **Side Dishes (Select at Least Two)**

- Define respiration, in writing.
- Compare photosynthesis to respiration using a Venn Diagram.
- Write a journal entry from the point of view of a green plant.
- With a partner, create and perform a skit that shows the differences between photosynthesis and respiration.



- **Dessert (Optional)**

- Create a test to assess the student's knowledge of photosynthesis.



# **THINK-TAC-TOE**-Book Report

**Draw a picture of the main character.**

**Perform a play that shows the conclusion of a story.**

**Write a song about one of the main events.**

**Write a poem about two main events in the story.**

**Make a poster that shows the order of events in the story.**

**Dress up as your favorite character and perform a speech telling who you are.**

**Create a Venn diagram comparing and contrasting the introduction to the closing.**

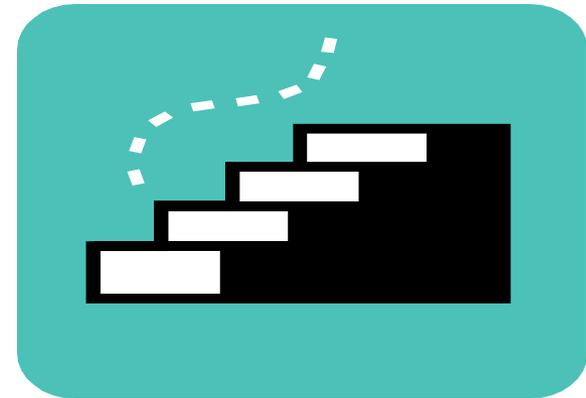
**Write two paragraphs about the main character.**

**Write two paragraphs about the setting.**

# Tiered Assignments

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Tiered assignments accommodate mainly for differences in student readiness and performance levels and allow students to work toward a goal or objective at a level that builds on their prior knowledge and encourages continued growth.



# Tiered Activity - Writing a Persuasive Essay - Beginning

<b>Outcome/Objective</b>	Student will determine a topic and will write a five-sentence paragraph with a main idea, three supporting sentences, and a concluding sentence.
<b>Instruction/Activity</b>	Student will receive a model of a five-sentence paragraph and explicit instruction in constructing the paragraph. As a prewriting activity, students will list the topic and develop a list of at least three things that support the topic.
<b>Assessment</b>	Student will be able to write a five-sentence paragraph that successfully states and supports a main idea. The paragraph will meet the criteria on the State writing rubric.

# Tiered Activity - Writing a Persuasive Essay - Intermediate

<p><b>Outcome/Objective</b></p>	<p>Student will determine a topic, state a point of view, and write two paragraphs defending that point of view.</p>
<p><b>Instruction/Activity</b></p>	<p>Student will receive a model of a persuasive essay and a graphic organizer that explains the construction of a persuasive essay. Student will also receive explicit instruction in writing a persuasive essay. As a prewriting activity, student will use the graphic organizer to plan the writing.</p>
<p><b>Assessment</b></p>	<p>Student will be able to state a point of view and successfully defend the idea using two paragraphs that defend the point of view using main ideas and supporting details. The paragraphs will meet the criteria on the State writing rubric.</p>

# Tiered Activity - Writing a Persuasive Essay - Advanced

<b>Outcome/Objective</b>	Student will determine a topic, state a point a view, and write an essay of a least five paragraphs that uses multiple sources to defend that point of view.
<b>Instruction/Activity</b>	Student will review the graphic organizer for a persuasive essay. Students will be given explicit instruction in locating sources and quotes for their essays. As a prewriting activity, students will use the graphic organizer to organize their essay. Students will also compile a list of five sources that defend their main point.
<b>Assessment</b>	Student will be able to write a five-paragraph essay that states a point of view, defends the point of view, and uses resources to support the point of view. The essay will meet the criteria on the State writing rubric.

# Learning Contracts

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Learning contracts are **agreements** between a teacher (or teaching team) and a learner (or occasionally a group of learners). They normally concern issues of [assessment](#) and provide a useful mechanism for reassuring both parties about whether a planned piece of work will meet the requirements of a course or module. This is particularly valuable when the assessment is not in the form of a set essay title or an examination.

# Learning Contract #1

Name \_\_\_\_\_

My question or topic is:



To find out about my question or topic...

I will read:



I will look at and listen to:



I will write:



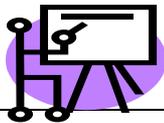
I will draw:



I will need:



Here's how I will share what I know:



I will finish by this date:



# Learning Contract #2

To demonstrate what I have learned about \_\_\_\_\_, I want to

- 
- \_ Write a report
  - \_ Put on a demonstration
  - \_ Set up an experiment
  - \_ Develop a computer presentation
  - \_ Build a model
  - \_ Design a mural
  - \_ Write a song
  - \_ Make a movie
  - \_ Create a graphic organizer or diagram
  - \_ Other \_\_\_\_\_

This will be a good way to demonstrate understanding of this concept because \_\_\_\_\_

To do this project, I will need help with \_\_\_\_\_

My Action Plan is \_\_\_\_\_

The criteria/rubric which will be used to assess my final product is \_\_\_\_\_

My project will be completed by this date \_\_\_\_\_

Student signature: \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Teacher signature: \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

# Learning Contract - Above Grade Level

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**Directions:** Read through the activities on the following pages and choose at least three activities to complete. You may substitute an activity you create for one of the activities given. However, your teacher must approve it.

I have chosen the following activities to complete:

Choice 1: \_\_\_\_\_

Choice 2: \_\_\_\_\_

Choice 3 (or own activity): \_\_\_\_\_

Assignments are due on \_\_\_\_\_

*I, \_\_\_\_\_, agree to follow these rules while I work independently. If I do not follow these rules, I will have to rejoin the group for all whole-class activities.*

1. I will not disturb others as they work.
2. I will do my best on my work.
3. I will work neatly and carefully.

**Student's signature** \_\_\_\_\_

**Teacher's signature** \_\_\_\_\_

# Learning Contract - On-Grade Level

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**Directions:** Read through the activities on the following pages. Choose at least two activities to complete. You may substitute an activity you create for one of the activities given. However, your teacher must approve it.

I have chosen the following activities to complete:

Choice 1: \_\_\_\_\_

Choice 2 (or own activity): \_\_\_\_\_

Assignments are due on \_\_\_\_\_

*I, \_\_\_\_\_, agree to follow these rules while I work independently. If I do not follow these rules, I will have to rejoin the group for all whole-class activities.*

1. I will not disturb others as they work.
2. I will do my best on my work.
3. I will work neatly and carefully.

**Student's signature** \_\_\_\_\_

**Teacher's signature** \_\_\_\_\_

# Learning Contract - Below Grade Level

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**Directions:** Read through the activities on the following pages. Choose at least one activity to complete. I have chosen the following activity to complete:

Choice 1:

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Assignments are due on \_\_\_\_\_

*I, \_\_\_\_\_, agree to follow these rules while I work independently. If I do not follow these rules, I will have to rejoin the group for all whole-class activities.*

1. I will not disturb others as they work.
2. I will do my best on my work.
3. I will work neatly and carefully.

**Student's signature** \_\_\_\_\_

**Teacher's signature** \_\_\_\_\_

# RAFT:

## Role/Audience/Format/Topic

The RAFT strategy employs writing-to-learn activities to enhance understanding of informational text. Instead of writing a traditional essay explaining a concept learner, students demonstrate their understanding in a nontraditional format. This technique encourages creative thinking and motivates students to reflect in unusual ways about concepts they have read.

### **Role of the writer:**

What is the writer's role: reporter, observer, eyewitness, object, number, etc.?

### **Audience:**

Who will be reading the writing: the teacher, other students, a parent, editor, people in the community, etc.?

### **Format:**

What is the best way to present this writing: in a letter, an article, a report, a poem, an advertisement, e-mail, etc.?

### **Topic:**

Who or what is the subject of this writing: a famous scientist, a prehistoric cave dweller, character from literature, a chemical element or physical object, etc.?

The RAFT strategy forces students to process information, rather than merely write out answers to questions. Students are more motivated to undertake the writing assignment because it addresses various learning styles.

# RAFT: Role/Audience/Format/Topic- Example of Math

Role	Audience	Format	Topic
Zero	Whole numbers	Campaign speech	Importance of the number 0
Percent	Student	Tip sheet	Mental ways to calculate percents
Decimal	Customers	Petition	Proof/check for set membership
Parts of a graph	TV audience	Script	How to read a graph
Exponent	Jury	Instructions for the jury	Laws of exponents

# **RAFT: Role/Audience/Format/Topic-** **Example of Social Studies**

<b>Role</b>	<b>Audience</b>	<b>Format</b>	<b>Topic</b>
Death of Confederate Soldier	Robert E. Lee	Complaint	Pickett's Charge
21 <sup>st</sup> Century Woman	Susan B. Anthony	Thank-you note	Women's Rights
Alexander the Great	Aristotle	Letter	What I have seen on my journeys
Ben Franklin	Dear Abby	Advice column	My son likes the World War
Great Wall of China	Self	Diary	Invaders I have seen and stopped

# Differentiation Practice

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## Differentiation Scenario Activity



# **Differentiation Activity –** **Reading**

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**Your task is to take the following instructional objective and identify two differentiation strategies that might be used to teach the objective.**

Objective: Students will complete a report on the book *Charlotte's Web*.

# Identify the Pros and Cons of Using Both Strategies in a Class of 25 Students that Includes these Five Students:

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- *Sherry* likes to be asked to do things by the teacher. She is interested in fitting in and speaks out often in class. She has a wild imagination and loves to read, but her comprehension skills are below grade level.
- *Jimmy* is hyperactive and likes to dance around the room when class is near the end. He is an audio/visual learner, is a solid reader, and enjoys excelling and being “the best.” He gets very excited to start new books, but they don’t hold his attention for long.
- *Terrance* does not feel a connection to school. He is a very intelligent student, but he “follows.” He seems to do well in every type of activity when he applies himself. He has exhibited strong reading skills, but does not always complete work.

## Identify the Pros and Cons of Using Both Strategies in a Class of 25 Students that Includes these Five Students:

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- *Jack* failed reading three times. He is an expert hunter and fisherman and knows more about the outdoors than anyone. He seems to learn best with hands-on activities. His reading and writing skills have only slightly improved over the last two years.
- *Marie* is a very quick learner. She seems to get things just by listening. She likes to excel. She is very concerned about rules and right vs. wrong. She is a natural leader. Her reading and writing skills are both above grade level.

# Example-Jimmy

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**Jimmy-is hyperactive and likes to dance around the room when class is near the end. He is an audio/visual learner, is a solid reader, and enjoys excelling and being “the best.” He gets very excited to start new books, but they don’t hold his attention for long.**

**Objective:** Students will complete a report on the book Charlotte’s Web

## Activities:

- Jimmy will listen to audio tape while class reads silently.
- Discuss story elements
- Activate prior knowledge
- Discuss situational comparisons
- Watch the movie
- Compare and contrast movie and book using double bubble

- Students will be given the following choices:
  - Dress up and act out favorite part
  - Diorama
  - Story map
  - Complete a broadcast news report

## Pros

- Able to listen using audio visual
- Audio will keep him occupied
- Able to act out production

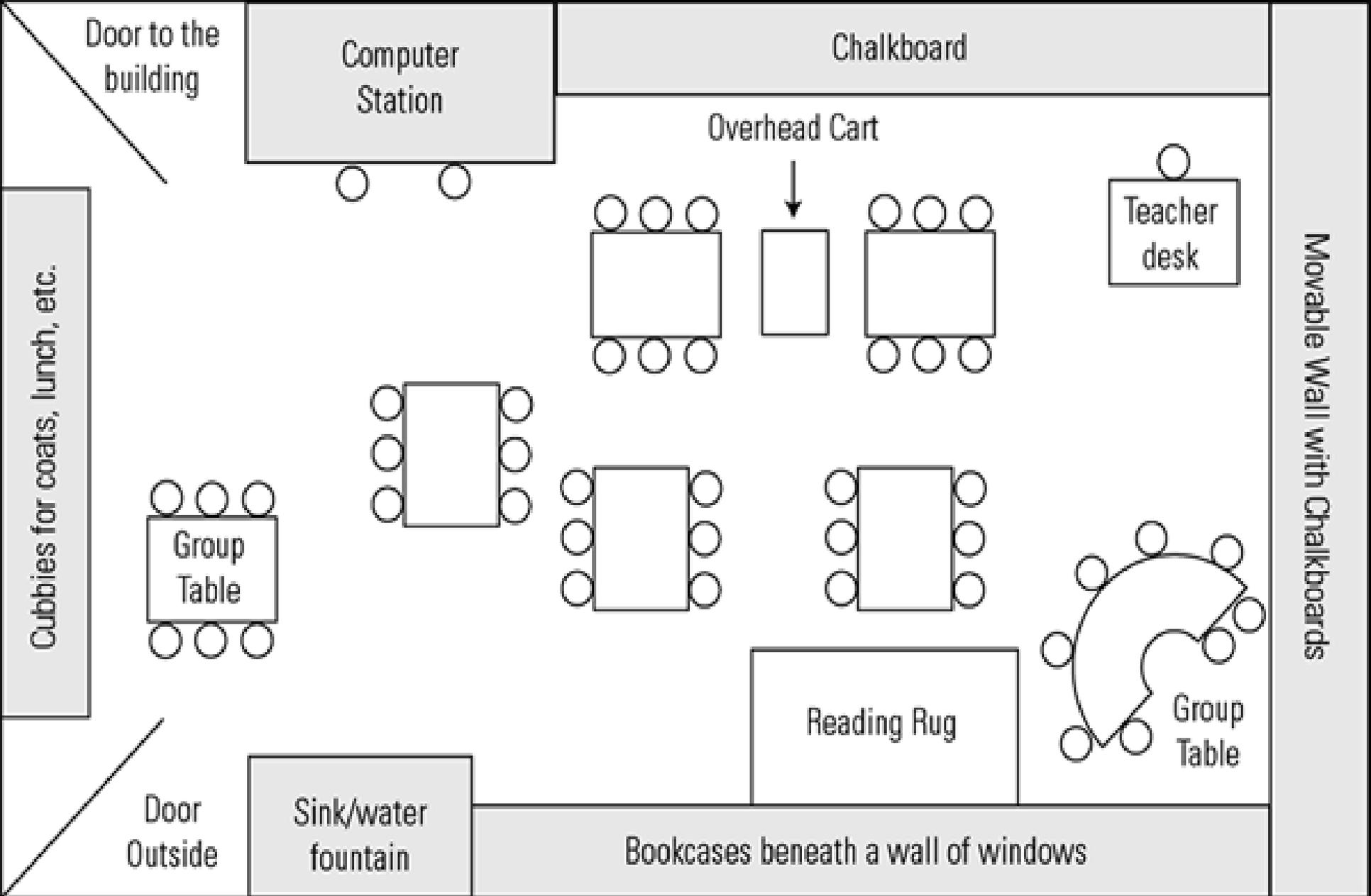
## Cons

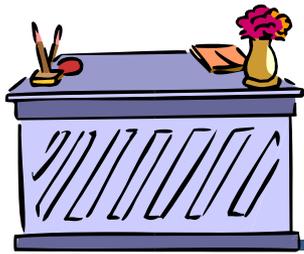
- Being attentive to discussion may be difficult
- May miss opportunity to build important reading skills by listening to the audio
- Peers may resent Jimmy being allowed to listen to the audio

# Differentiated Classrooms

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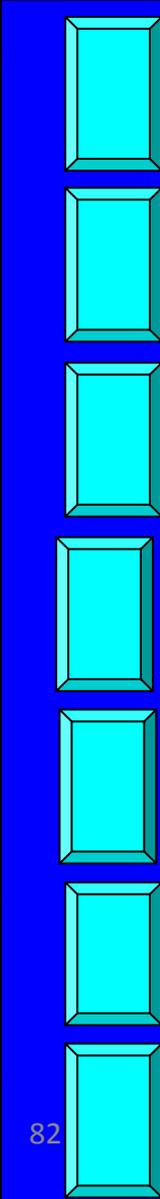
- Consideration of student differences
- Use of assessment
- Use of student interests and learning styles
- Instructional format
- Assignment options
- Factors guiding instruction



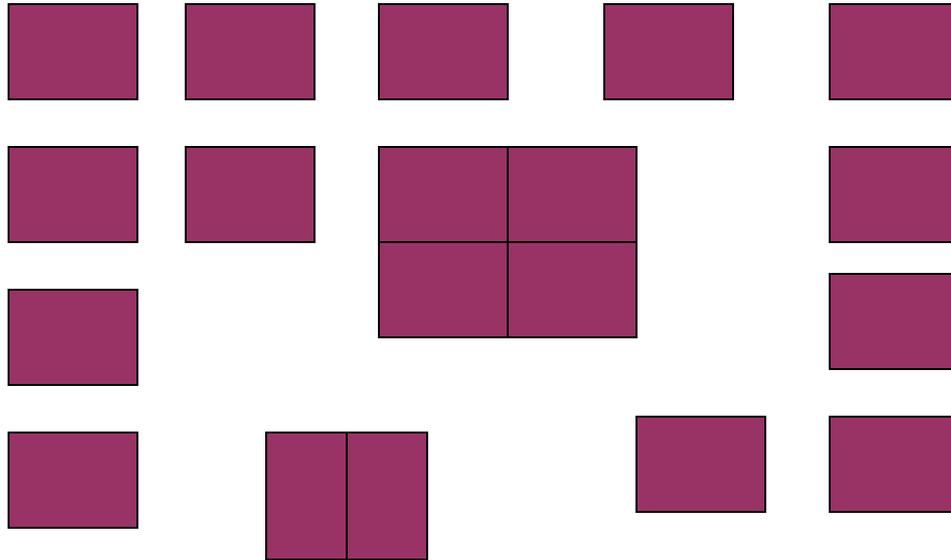


Teacher Station 1

Inboxes



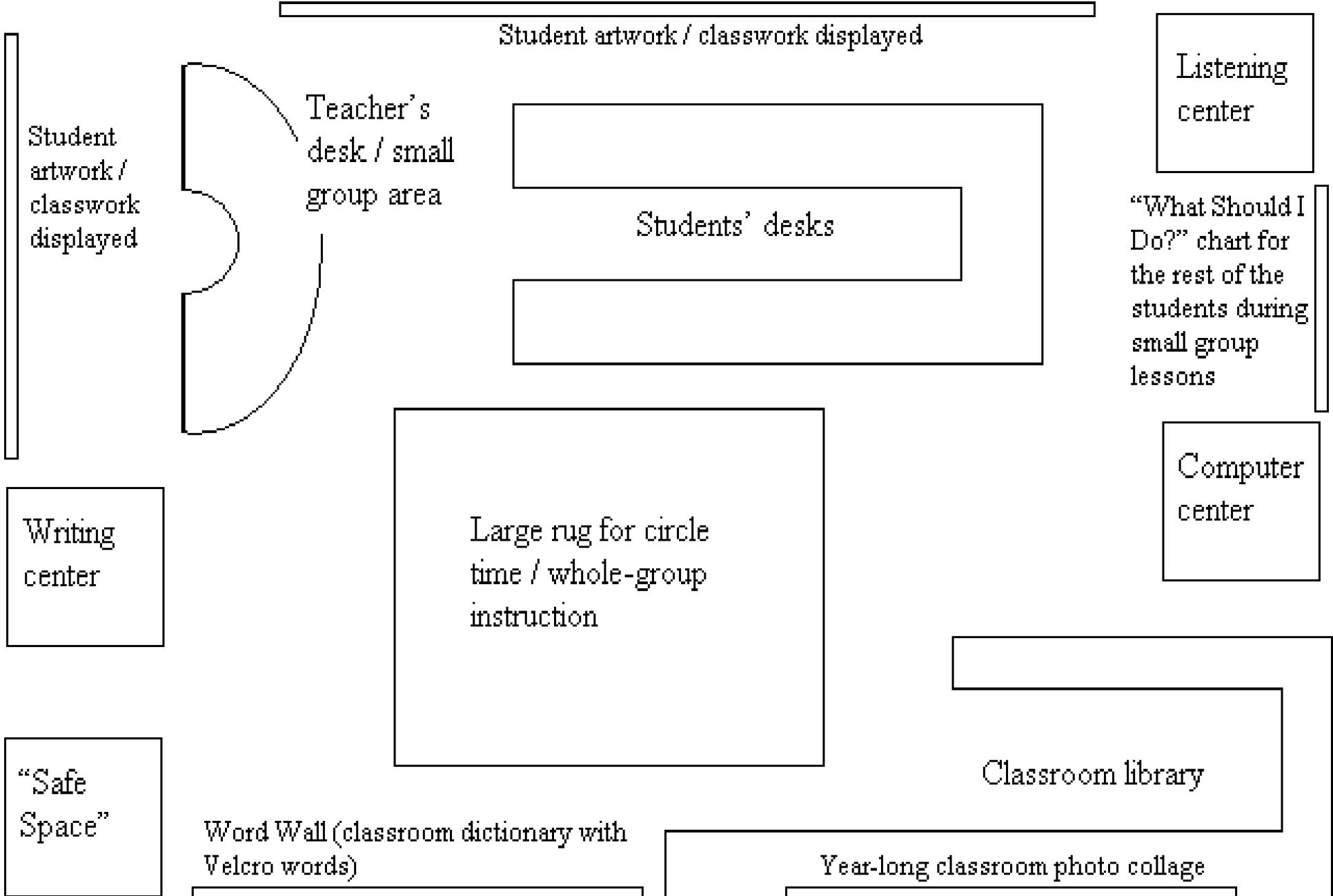
Bookshelf

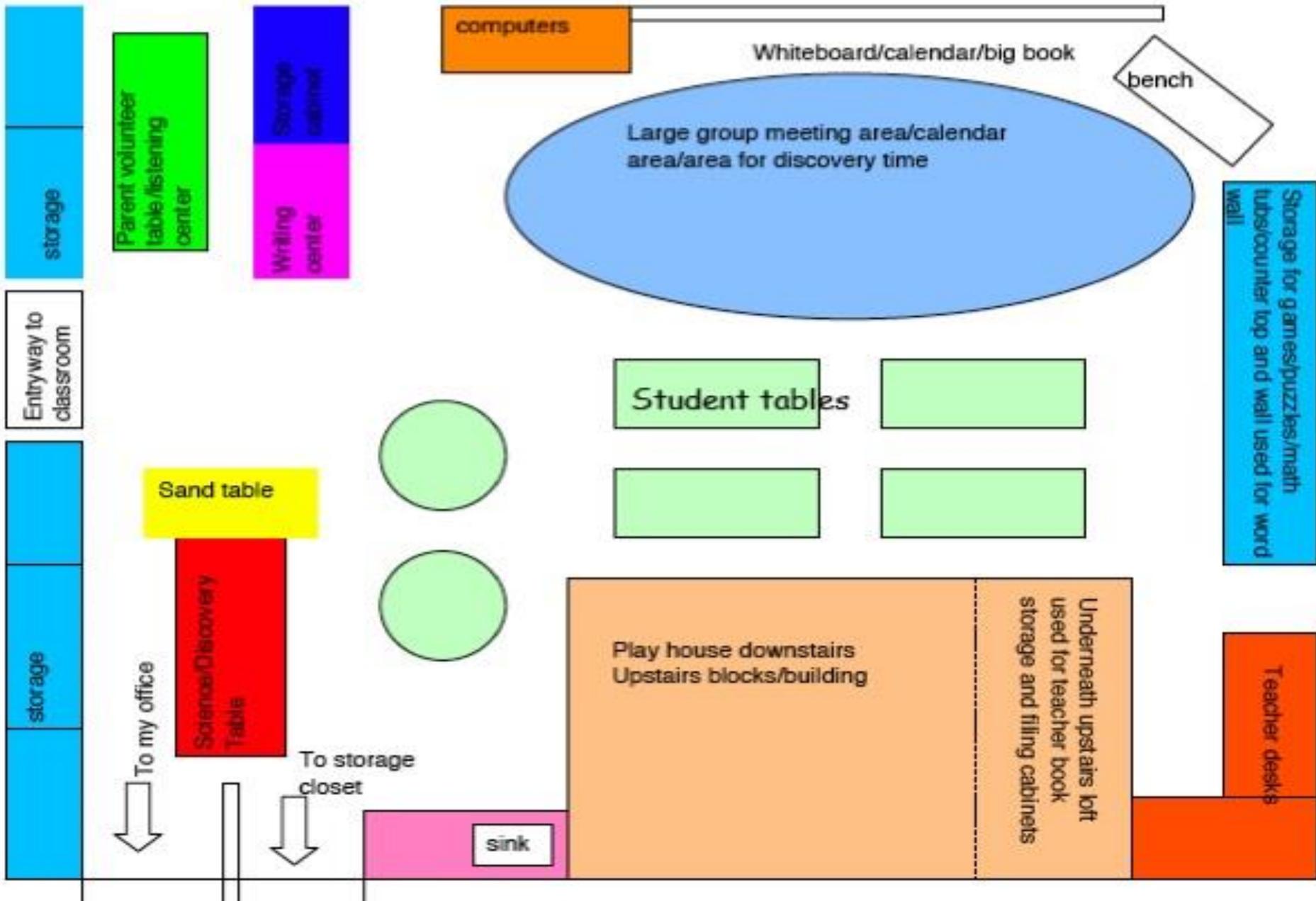


Teacher Station 2

Schedule

Group Assignments





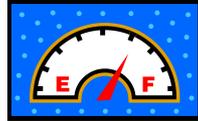
# Assessment in the Differentiated Classroom

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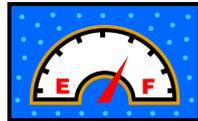
- Ongoing
- Instruction-dependent
- Student-dependent
- Informative for continued instruction



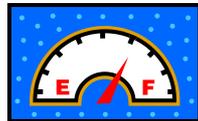
# Let's do a Fuel Gauge Check



1/4 tank: need of more “fuel”



1/2 tank: enough to take short trips



3/4 tank: ready for a long journey



full tank: enough fuel to share with others

# Lunch



# Sugar Rush!

---

What is your favorite type of candy?

- Based upon your selection, create groups of 5
- Sit together in a group



# Understanding KUDs

	Definition	Examples
<b>Know</b>	<p>Most often represented in bullet form:</p> <ul style="list-style-type: none"><li>• Facts</li><li>• Dates</li><li>• Definitions</li><li>• Rules</li><li>• Names of people</li><li>• Places</li></ul>	<ul style="list-style-type: none"><li>• There are 50 states.</li><li>• Thomas Jefferson</li><li>• 1492</li><li>• The Continental Divide</li><li>• Multiplication tables</li><li>• Rules of soccer</li><li>• Primary colors</li></ul>

# Understanding KUDs

	Definition	Examples
<b>Understand</b>	<p>Best stated “I want students to understand THAT..”</p> <ul style="list-style-type: none"><li>• Bid Ideas</li><li>• Essential Understandings</li><li>• Principles</li><li>• The “point” of a discipline</li></ul>	<ul style="list-style-type: none"><li>• Multiplication is another way to do addition.</li><li>• People migrate to meet basic needs.</li><li>• System parts are interdependent.</li><li>• Writers use tools to shape their craft.</li></ul>

# Understanding KUDs

	Definition	Examples
<b>Do</b>	<p>The skills of a discipline, including:</p> <ul style="list-style-type: none"><li>• Basic skills</li><li>• Communication</li><li>• Thinking (analytical, critical, creative)</li><li>• Planning</li><li>• Evaluating</li></ul>	<ul style="list-style-type: none"><li>• Analyze a text for meaning</li><li>• Solve a problem to find perimeter</li><li>• Write a well-supported argument</li><li>• Contribute to the success of a group</li><li>• Sort buttons into two piles</li></ul>

# Defensible Differentiation...



## Always Teaches Up

- Has clear KUDs
- Requires careful thought
- Focuses on understandings
- Authentic
- Is respectful at or above “meets expectations”
- Criteria at or above “meets expectations”
- Requires *all* students to use higher order thinking skills



**NEVER** waters down

# What is RIGOROUS curriculum?

- Should curriculum be rigorous for *all* students?
- What might be some attributes of rigorous curriculum?
- How do we know that it is rigorous enough to feed every mind appropriately?



# Differentiated Activity



**Create an activity to teach a math and reading deficit for your student using the items on your table linked to the Common Core State Standards listed in on slides 95 and 96.**

# Sample ELA/Literacy CCSS

## CCSS.2.R.L.2

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

## CCSS.7.R.L.9

*Integration of Knowledge and Ideas:* Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

## CCSS.11-12.R.I.6

Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

# Sample Math CCSS

## CCSS.2.MD.10

Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

## CCSS.7.SP.2

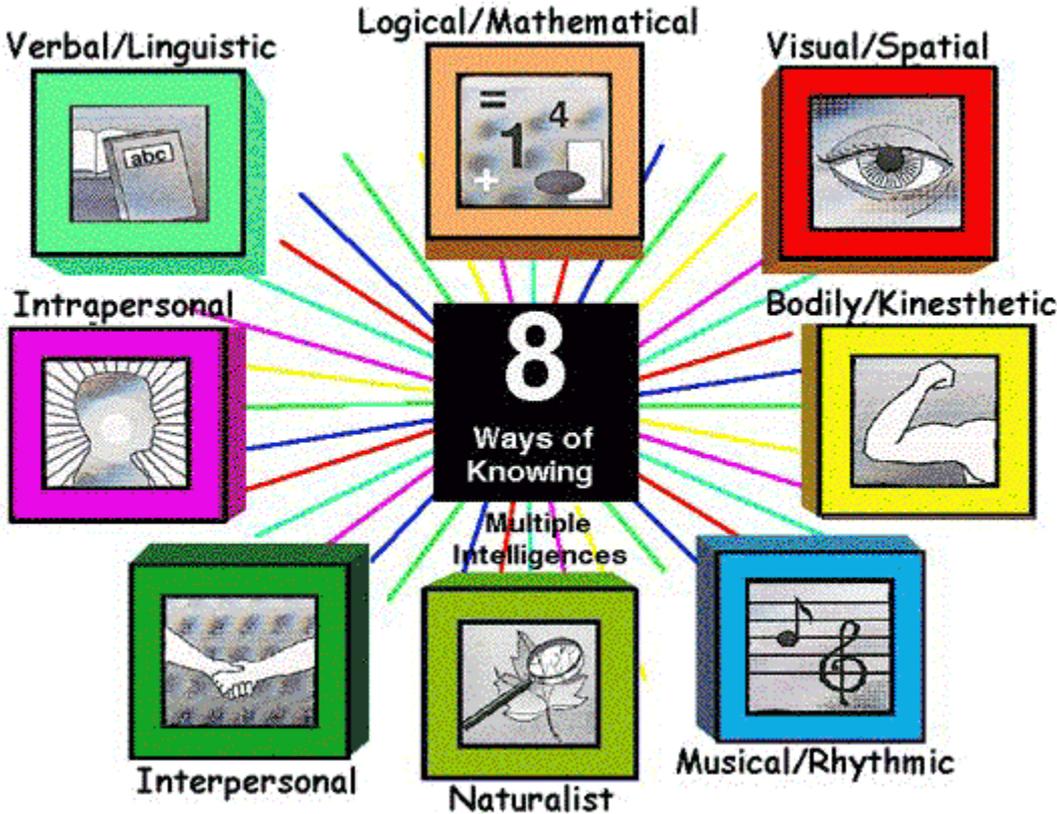
Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.

## CCSS.9-

## 12.S.ID.3

Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

# MULTIPLE INTELLIGENCES



# Multiple Intelligences

---

**Verbal/Linguistic-** You have the ability to use words to **convince others**, to use words as a **mnemonic device**, to use words to **explain concepts**, to use words to reflect upon language and the ability to learn languages.

**Activities:** storytelling and narration; writing stories; create a television or radio newscast; create a newspaper; have a debate; play vocabulary games; designing bulletin boards; using recording devices; doing dramatic readings.

Pink

# Multiple Intelligences

---

**Musical/Rhythmic-** You are one who likes **musical composition**, the basic elements of music (pitch, rhythm, and tone), the power to evoke an emotional response and skill in performance.

**Activities:** writing an original song, rap, jingle or cheer; playing instruments; creating a rhythmic way to remember information; performing a rap or song that summarizes information; identifying rhythmic patterns in music or poetry.

Green

# Multiple Intelligences

---

**Logical/Mathematical-** You require logically **analyzing problems**, investigating problems scientifically, and carrying out mathematical operations in dealing with pattern making.

**Activities:** solving mysteries using deductive reasoning; predicting outcomes based on circumstances; solving number or logic puzzles; doing financial planning for an imaginary business; creating trivial games that others can play; writing how to books; mapping a location; playing calculator games.

**Dark Blue**

# Multiple Intelligences

---

**Visual/Spatial-** You like orienting oneself to differing **views of an object**; achieving a **painting** with tension, balance, and good composition; seeing similarities in seemingly disparate forms; and manipulating wide space and confined space.

**Activities:** drawing or painting; poster; chart; play dough; working with play money; map reading and map making; diagram sentences; building a shadow box; making a three dimensional model.

**Black**

# Multiple Intelligences

---

**Bodily/Kinesthetic-** You entail part of the whole of one's own **body** to solve problems or make products.

**Activities:** dramatic re-enactments of historical or literacy events; using different body parts to measure objects; use charades to act out parts of speech; learn folk dances that represent different cultures; learning outdoors; participating in learning centers; going on field trip.

**Red**

# Multiple Intelligences

---

**Intrapersonal-** You require access of one's own **feelings** and the ability to **draw on these feelings to guide one's own behavior**, which is basically inwardly directed.

**Activities:** keeping a journal; writing an autobiography; working independently; rewrite a story from their point of view; share how they'd be different if they were from another culture; peer tutoring; constructing a family tree.

**Purple**

# Multiple Intelligences

---

**Interpersonal-** You are **outward toward** other people. This is the ability to read and move others and work effectively with other people.

**Activities:** working in small groups on a project; mentoring or teaching concepts to another student; conducting interviews; role playing; team-building exercise; constructing a bibliography that can be used by others; investigating complex problems.

Blue

# Multiple Intelligences

---

**Naturalist-** You are involved in **nature in every way**, uses extensive linguistic and taxonomic systems, and recognized naturalistic patterns.

**Activities:** collecting items from nature; going on nature walks; orienteering; math story problems featuring plants or animals; cultivating plants or caring for small animals; using graphic organizers; photographing nature; caring for plants and animals.

Orange

# Multiple Intelligence Assignment for Science

<b>Verbal Intelligence</b>	<b>Visual Intelligence</b>	<b>Musical Intelligence</b>	<b>Kinesthetic Intelligence</b>
<b>Write a story about your planet</b>	<b>Make a chart that compares your planet to Earth</b>	<b>Make up a song about your planet</b>	<b>Make up or adapt a game about your planet (e.g., Saturn ring-toss)</b>



# How does it look?

Play on *Multiple Intelligences* to Reach all Learners

Improvisation/Acting

Visual: Video clips

## Native American Unit

Writing descriptive and informative pieces

Artistic/Crafts



Auditory: analyzing songs



Researching



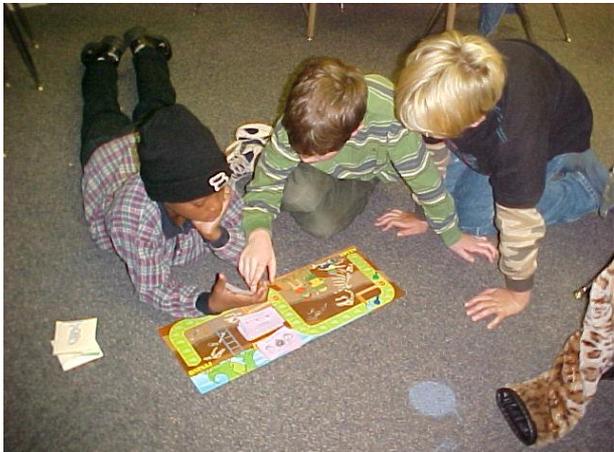
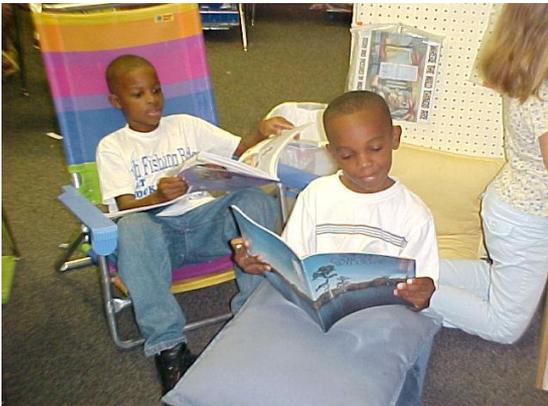
Small Group Discussions



# Differentiating: Using Centers

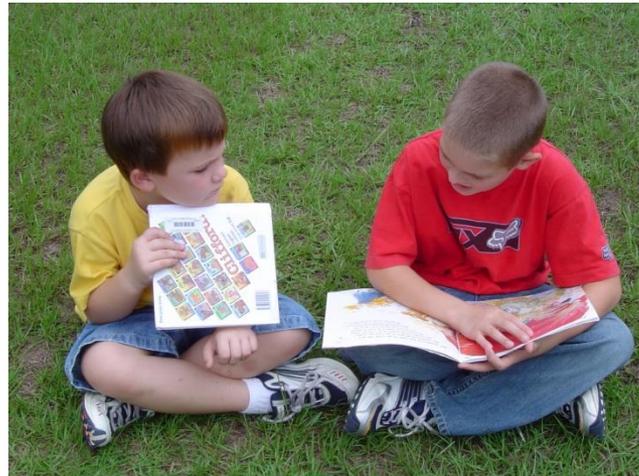
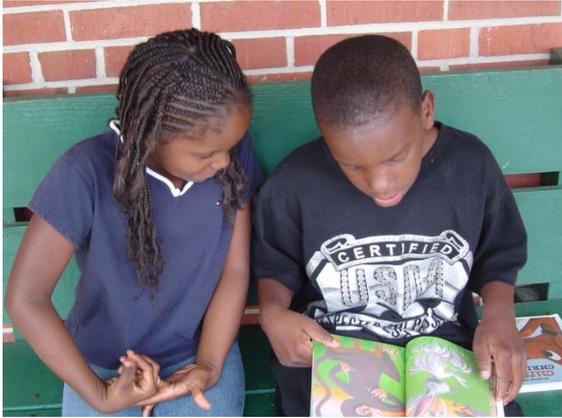


Literacy  
Centers



# How does it look?

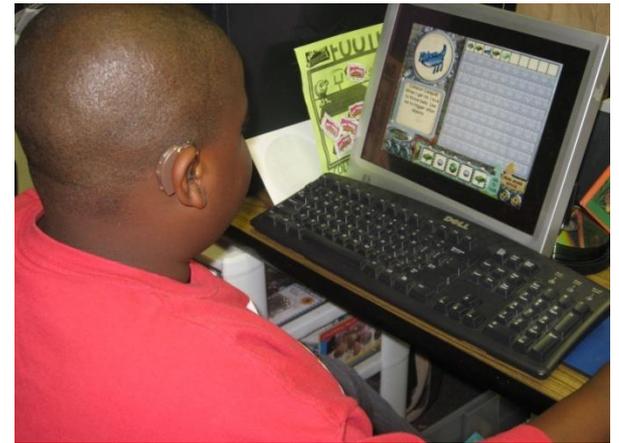
## Reading Partnership



# How does it look?



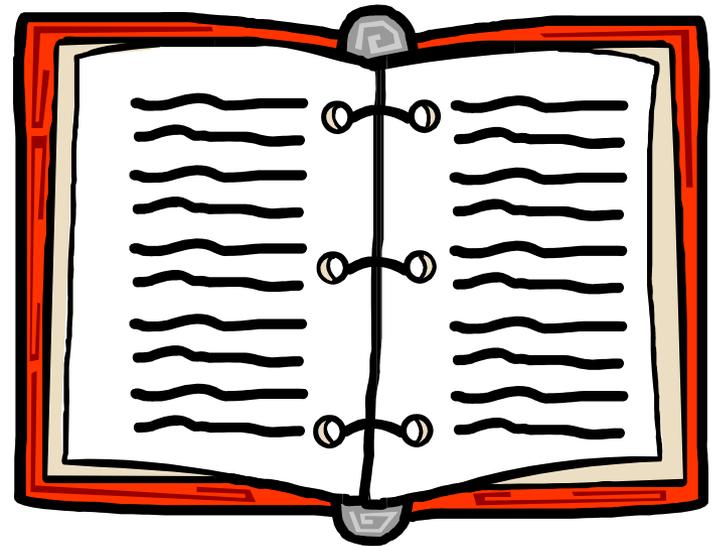
## Math Small



# Tips for Implementing Differentiated Instruction in Your Classroom

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- Start student files.
- Start student portfolios.
- Use a clipboard.
- Use technology.



# Time for a Break!

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# Differentiation Activity

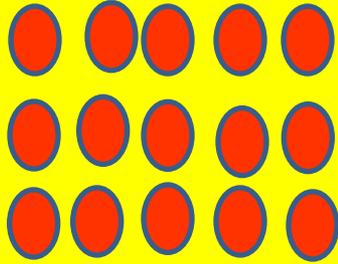
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**Your task is to rotate through the centers and select three differentiated strategy for a grade-level content areas for CCSS using the multiple intelligence bracelet you selected earlier to facilitate this process. You will have two fifteen-minute rotations.**

# Example-Visual

## Objective 3.OA-Operations and Algebraic Thinking

Represent and solve problems involving multiplication and division.

<p>Commutative Property <math>5 \times 3</math></p>	<p>Use addition <math>3+3+3+3+3</math></p>
<p><math>3 \times 5</math></p>	
<p>Use stickers</p> 	<p>Use miniature marshmallows</p> 

### Pros

- Hands-on activity/very visual
- Multiple ways of learning multiplication facts

### Cons

- Getting students out of their comfort zone
- Working individually—staying on task

# Paint Chips Activity

---

## CCSS: ELA.L.11-12.4b

Identify and correctly use patterns of words changes that indicate different meanings or parts of speech.

Example: conceive, conception, conceivable

In your group, select the vocabulary word(s) and correctly use various word patterns to indicate different meanings and parts of speech.

# Map Out A Strategy

---

- True differentiation begins at the administrative level. Instructional leaders are to assess their resources to see if they have the necessary amount of special educators and general educators to make the inclusionary instructional process work.
- This will ensure that the needs of all students are met within the general classroom setting, and it fosters “Team Building” among the teachers.

# Bring It All Together

---

- Teachers use curriculum-based measurement to systematically assess their students' learning progress.
- They adapt curricula so that lessons begin at the edge of the student's knowledge, adding new material at the student's pace, and presenting it in a style consistent with the student's learning style.

# Identifying Instructional Strategies

---

- Once the decision has been made for differentiated instruction, the next step should be assessing the learner needs to develop appropriate instructional strategies.
- This will require aligning teacher and learner intelligences for maximum achievement.

# Begin with the Basics for the Students

---

- Identify learner preference (auditory, visual, kinesthetic, or combination).
- Identify learner strengths/weakness.
- Adapt instruction to fit learner needs.

**\*\*This does not require developing individual instructional plans for each learner. It does provide teacher(s) with most effective strategy to aid in instructing the group.**

# Begin with the Basics for the Educator

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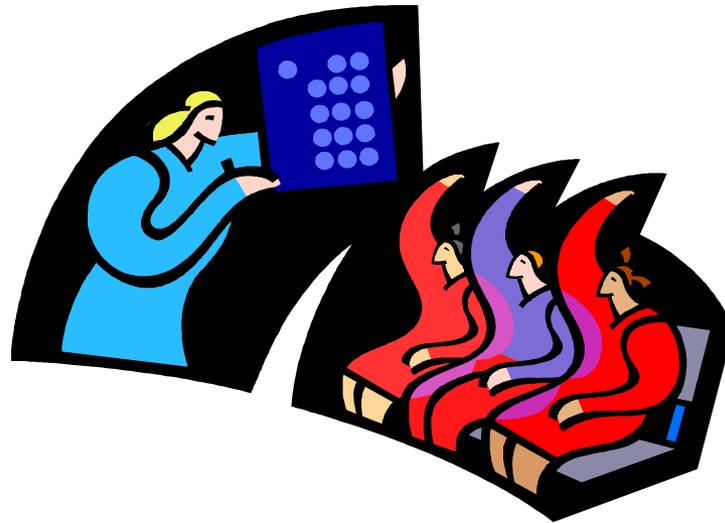
- What are the learning and support needs of the students in the classroom?
- What are the most logical and necessary instructional interventions?

**\*\*These are factors that must be considered when developing instructional strategies.**

# REMEMBER!

---

Differentiation won't just happen— it has to be deliberate, structured, systematic, and ongoing.



# Ways We Can Make This Work

---

- Align differentiated instructional strategies with the Common Core Standards.
- Develop instructional learning communities to review instructional strategies and monitor student achievement.
- Involve the learner, parent(s), and community in the implementation of the process.



# Suggestions for Administrators

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## **Administrators should:**

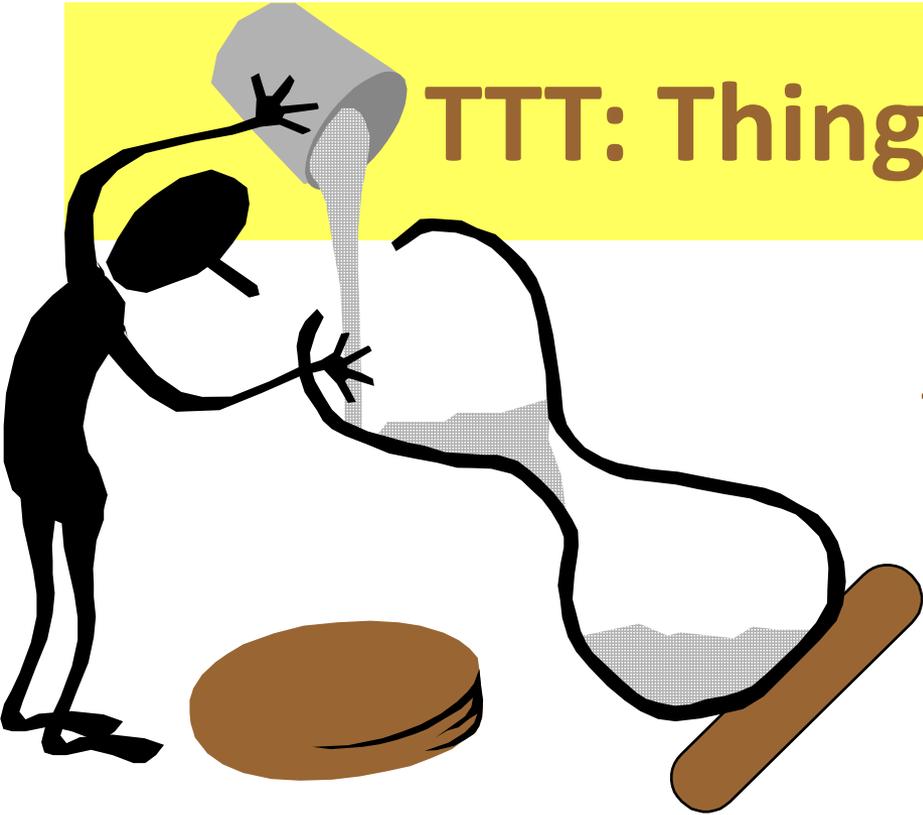
- Provide information and encourage proactive preparation of teachers.
- Assess level of collaboration currently in place.
- Pre-plan.
- Implement slowly.

# Keep In Mind

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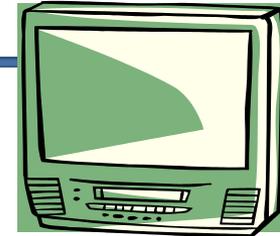
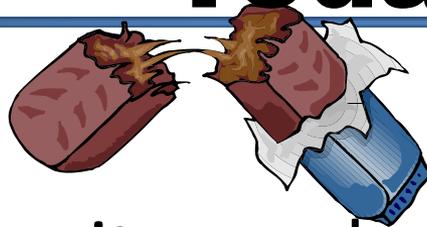
As schools are shifting to provide more inclusive programs, a popular service delivery model that is frequently being suggested in meeting academic needs of students with disabilities in the general education classroom is co-teaching.

# TTT: Things Take Time



- One Subject Area at a Time
- One Unit at a Time
- One Lesson at a Time
- One Student at a Time
- One Strategy at a Time

# How did we Group You Today?



- Interest (favorite candy and TV shows)
- Random (colored bracelets)
- Mixed Readiness (fuel gauge)



# Food for Thought

---

When thinking about differentiating curriculum and instruction, you should ask the questions:

1. What am I differentiating?
2. How am I differentiating?

In doing so, you will become more aware of student learning, interest, and readiness. You can consistently evaluate and modify your own teaching skills and repertoire as well as change your classroom practice to become a more effective teacher.



# What's in Your Hand?

Joker=30 points



A=25 points



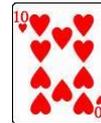
Q=20 points



K=15 points



10=10 points



1-9= The face value of the card in points.

# Toolkit for Success Publications

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**These publications can be located in the Toolkit for Success boxes within your district.**

- **How to Differentiate Instruction in Mixed-Ability Classrooms, Carol Ann Tomlinson-2nd Edition**
- **Leadership for Differentiating Schools and Classrooms, Carol Ann Tomlinson and Susan Demirsky Allan**
- **Differentiated Instructional Strategies for Reading in the Content Areas, Carolyn Chapman and Rita King**
- **Differentiated Instructional Strategies-One Size Doesn't Fit All, Gayle H. Gregory and Carolyn Chapman**
- **Differentiated Literacy Strategies for Student Growth and Achievement in Grades K-6, Gayle H. Gregory and Lin Kuzmich**
- **Differentiated Literacy Strategies for Student Growth and Achievement in Grades 7-12, Gayle H. Gregory and Lin Kuzmich**
- **Differentiating Instruction with Style, Gayle H. Gregory**
- **Differentiating Instruction: Collaborative Planning and Teaching for Universally Designed Learning, Gayle H. Gregory and Lin Kuzmich**

Differentiation



# Contact Information

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