


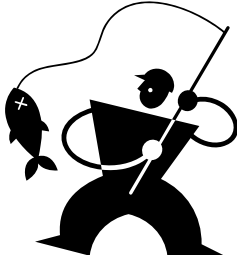

Differentiated Instruction

Presented By:

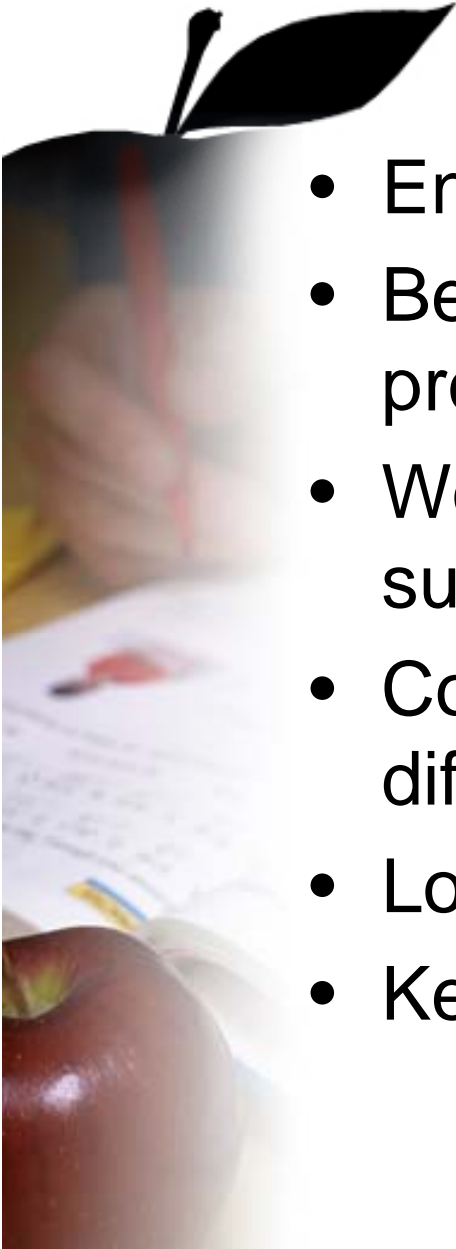


Getting to Know you

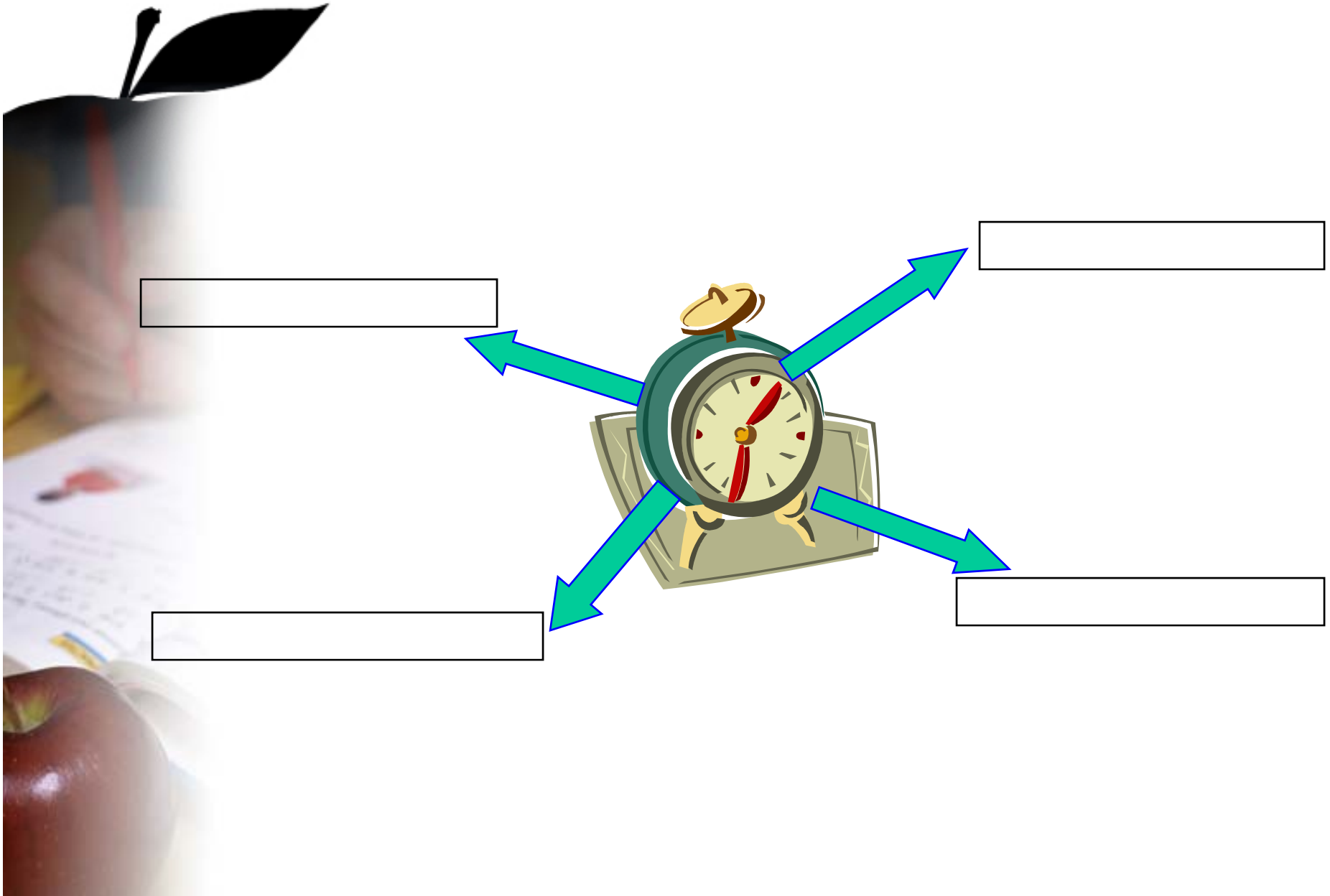
- Create a name tag for yourself using the file folder
- Illustrate your family and hobby
- Draw a picture representing your “Claim to Fame” which is something that everybody knows you for
- Share your nametag with others in your group

Jerry		
Family	Hobby	Claim to Fame
		

That's Me!

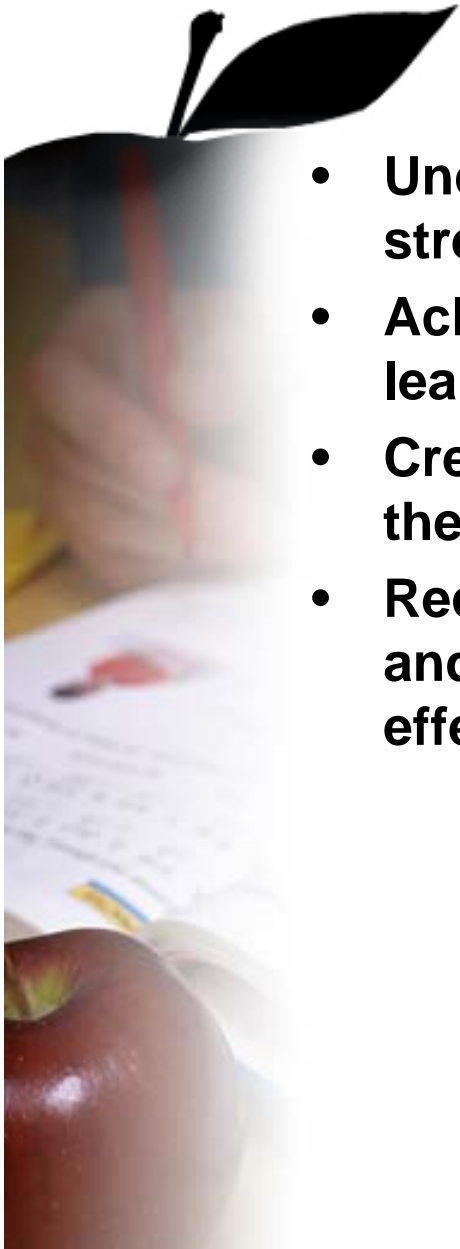
- 
- Enjoy playing sports
 - Believes that chocolate can solve all problems
 - Would like to teach a different grade or subject next year
 - Considers themselves an expert on differentiated instruction
 - Loves reality TV shows
 - Keeps a journal

Make a date!



Assumptions and beliefs

- **Understands the importance of recognizing student strengths in the classroom**
- **Acknowledges the varying needs, modalities and learning styles of students**
- **Creates and sustains a community for collaboration in the differentiated instruction classroom**
- **Recognizes that change is dynamic and is an individual and organizational process that must be planned effectively to meet the varying needs students**






Florida Educator Accomplished Practice
Human Development and Learning

Drawing upon well-established human development/learning theories and concepts and a variety of information about students, the professional teacher provides learning opportunities appropriate to student learning style, linguistic and cultural heritage, experiential background and developmental level.

Florida Educator Accomplished Practice *Diversity*

- 
- The professional teacher establishes a “risk-taking” environment which accepts and fosters diversity. The teacher must demonstrate knowledge of varied cultures by practices such as conflict resolution, mediation, and creating a climate of openness, inquiry, and support.

Quotations Warm up

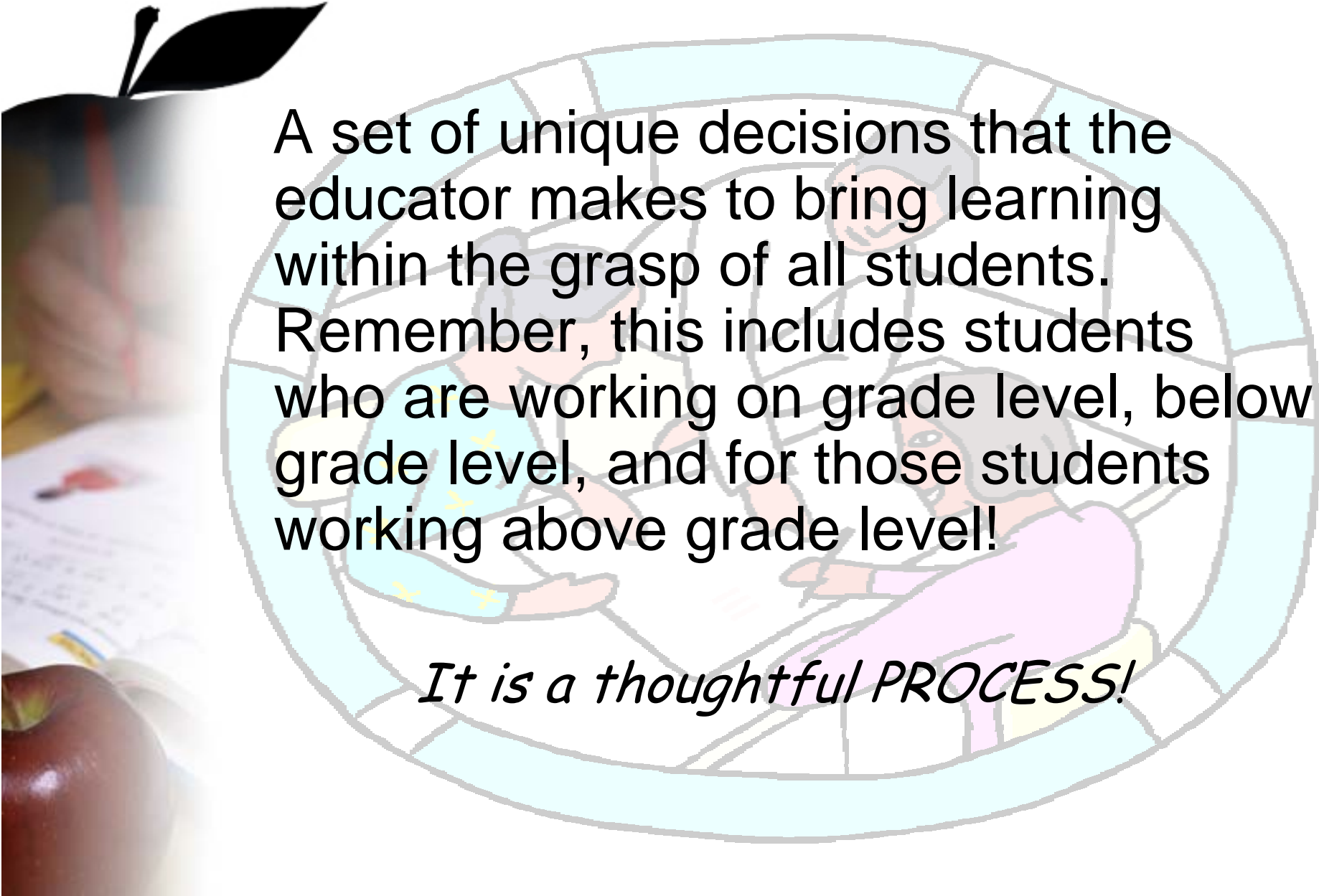
–Read the quotes from practitioners who respond in very different ways to the idea of teaching with learner variability in mind.

–Meet with your 1:00 Date to discuss your own responses to the statements made by these teachers.

–Be prepared to share with the rest of the participants.




Differentiated Instruction is...



A set of unique decisions 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!

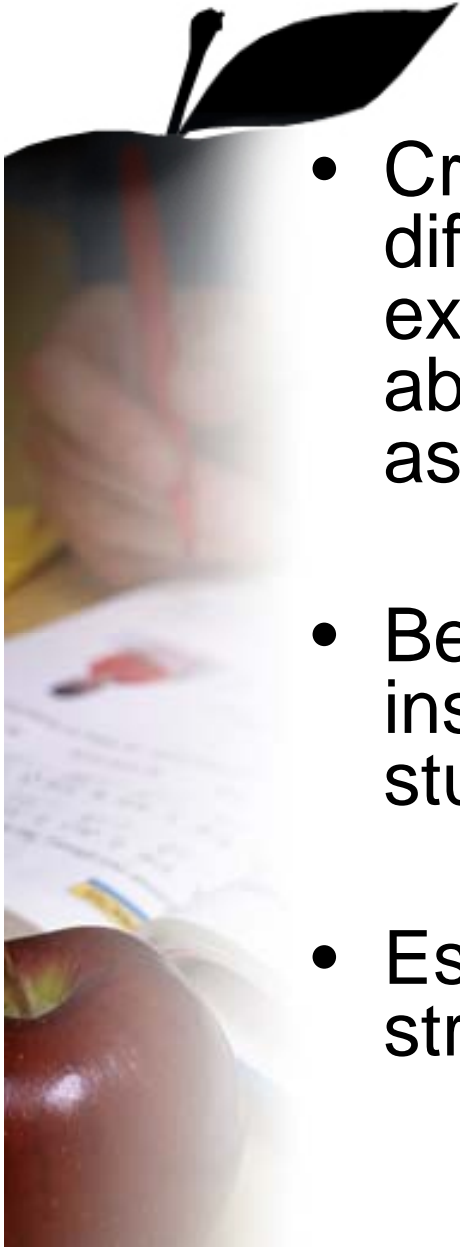


**“TELL ME AND I WILL FORGET.
SHOW ME AND I MAY REMEMBER.
INVOLVE ME AND I WILL UNDERSTAND.”**

-Ancient Chinese Proverb

Outcomes

- Create multiple paths so that students of different abilities, interest or learning needs experience equally appropriate ways to absorb, use, develop and present concepts as a part of the daily learning process.
- Become familiar with a variety of instructional activities to meet individual student learning needs.
- Establish a repertoire of teaching strategies.



Norms

Participate actively

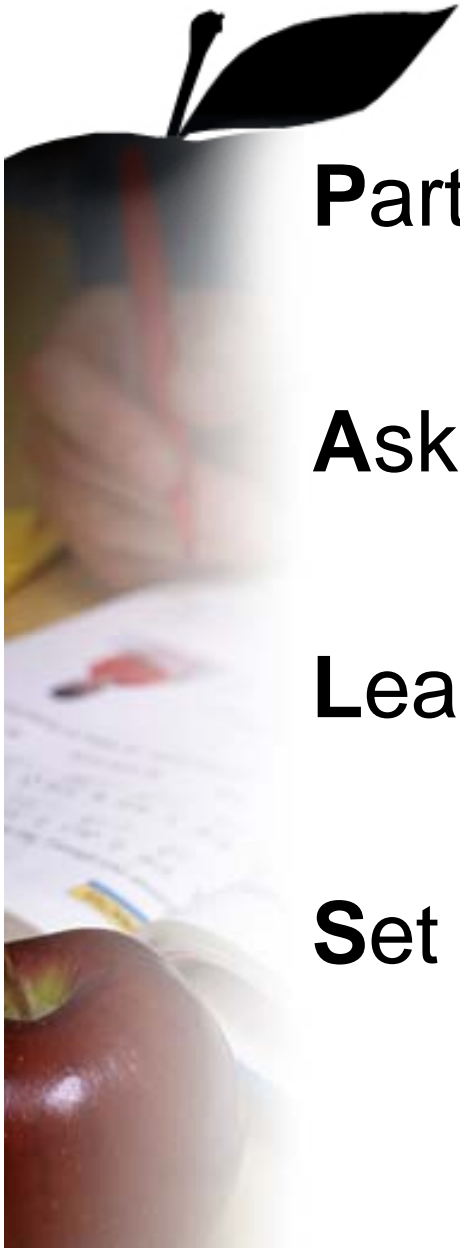


Ask Questions


Learn by Doing



Set your learning into action



Why Differentiate?



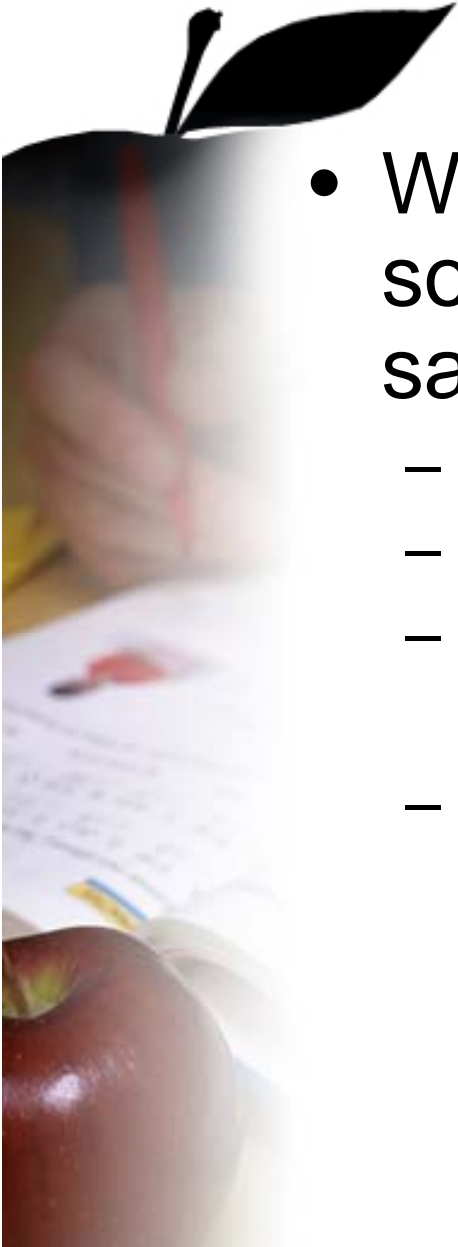
“That students differ, may be inconvenient, but it is inescapable. Adapting to that diversity is the inevitable price of productivity, high standards and fairness to the students”.

-TheodoreSizer

Consider this...

- When a teacher tries to teach something to the entire class at the same time, chances are...
 - 1/3 of the kids already know it
 - 1/3 of the students will get it
 - 1/3 of the kids won't get it
 - SO, 2/3 of the students are wasting their time.

– Lillian Katz



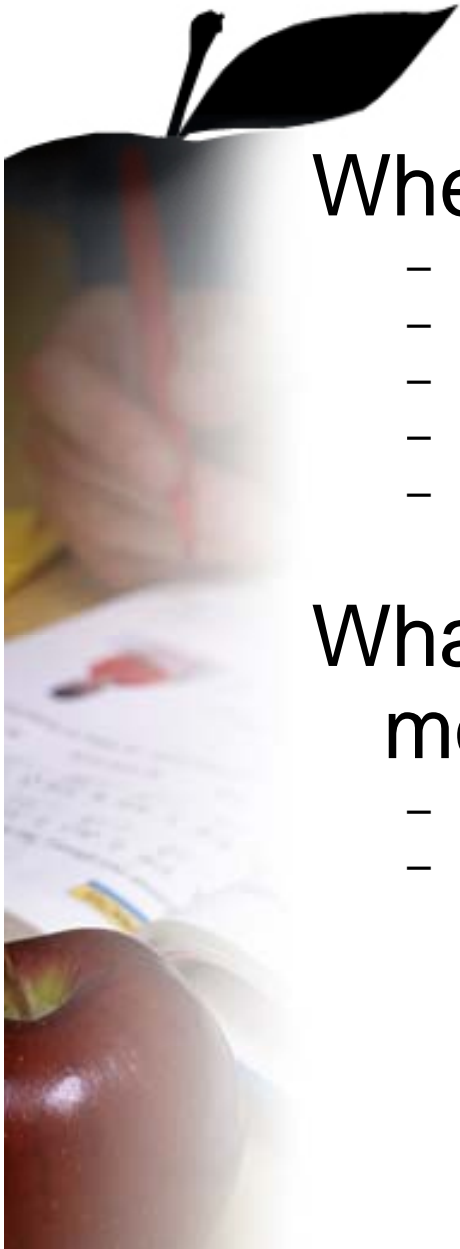
What are the kids saying?

When I feel lost in class...

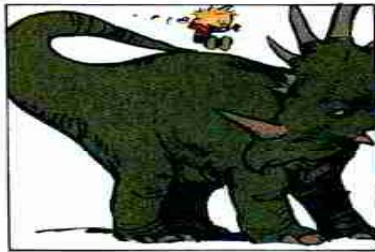
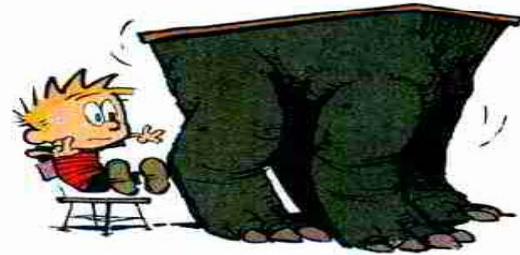
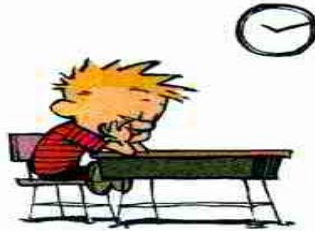
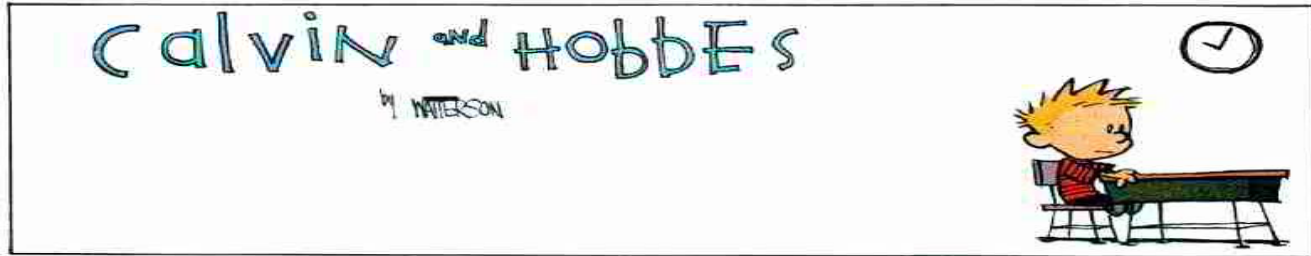
- I play with my hair.
- I wish the teacher would know how I feel and would help me.
- I want to go home and watch TV.
- I get mad.
- I feel scared. Sometimes I try to listen harder but mostly it doesn't work.

What does it feel like when classes move too slowly...

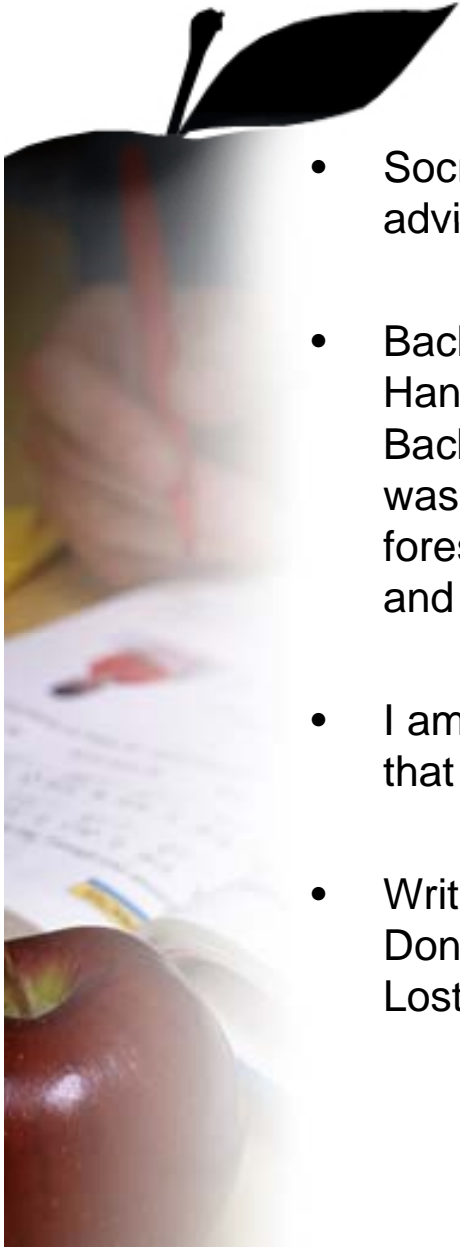
- I color my nails with a pen.
- One thing my sister taught me to do is to listen to music in my head or to think back to a movie, to its funny parts.



Is this a student in your class?



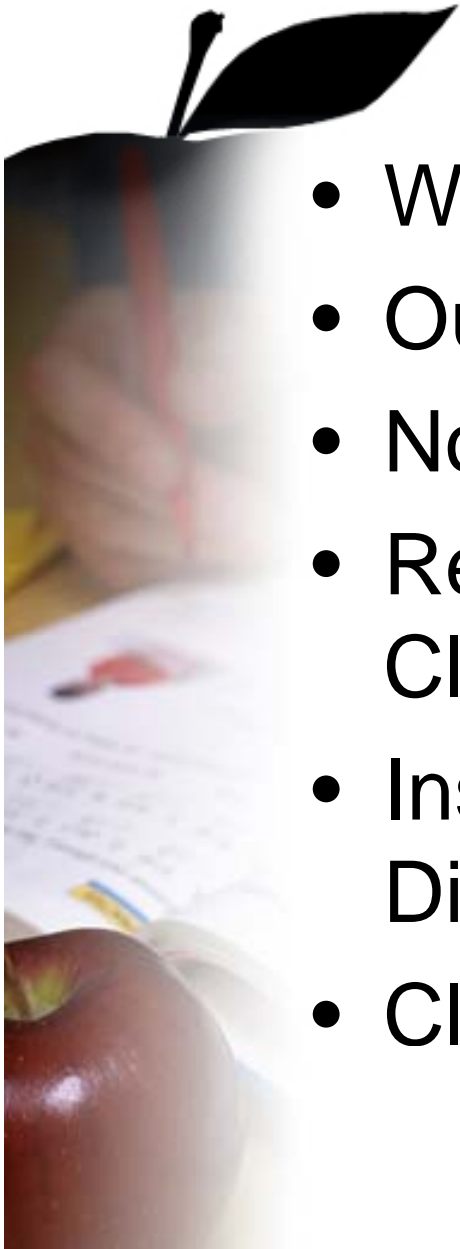
Consequences of not Differentiating




- Socrates was a famous Greek teacher who went around giving people advice. They killed him. Socrates died from an overdose of wedlock.
- Bach was the most famous composer in the world, and so was Handel. Handel was half-German, Half-Italian and half English. He was very large Bach died from 1750 to the present. Beethoven wrote music even though he was deaf. He was so deaf he wrote loud music. He took long walks in the forest even when everyone was calling for him. Beethoven expired in 1827 and later died for this.
- I am not sure how clouds get formed. But the clouds know how to do it, and that is the important thing.
- Writing at the same time as Shakespeare was Miguel Cervantes. He wrote Donkey Hote. The next great author was John Milton. Milton wrote Paradise Lost. Then his wife died and he wrote Paradise regained.

Agenda

- Welcome
- Outcomes
- Norms
- Review Principles of a Differentiated Classroom
- Instructional Strategies for Differentiating Instruction
- Closure and evaluation



Principles of a Differentiated Classroom

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

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 and Need –

- ❖ Refer to things such as learning style, intelligence preferences, how the learner sees himself in relation to the rest of the world.



Multiple Intelligence Inventory

- Complete the Multiple Intelligence Inventory independently.
- After you have determined your multiple intelligence level, write your name on a post-it note and stick it under the appropriate column.
- Get into groups with your similar intelligence. Read the “Three Little Pigs” newsletter. After reading the newsletter, present your information to the class in a way that acknowledges your intelligence!



The Three Little Pigs



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
- Business Cards
- Anchor activities
- Response cards
- Think-Tac-Toe boards
- Cubing
- Graphic organizers

Remember that these are just some of the many examples of differentiated instructional strategies.

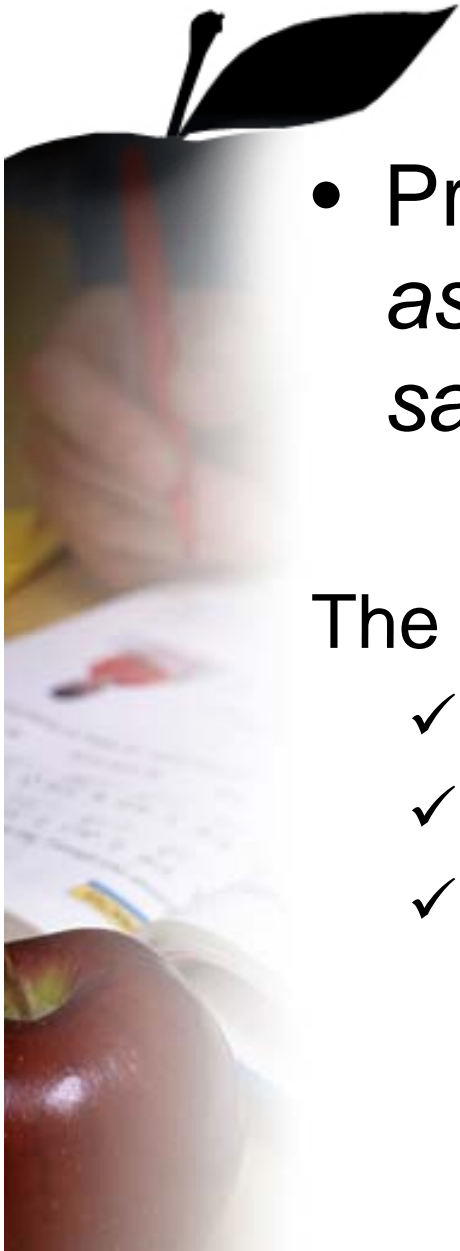


Tiered Instruction

- 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



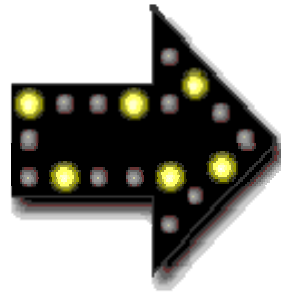
What can be Tiered?



Content

Process

Product



- Assignments
- Activities
- Homework
- Centers
- Experiments
- Materials
- Assessments
- Writing prompts

Planning Tiered Activities

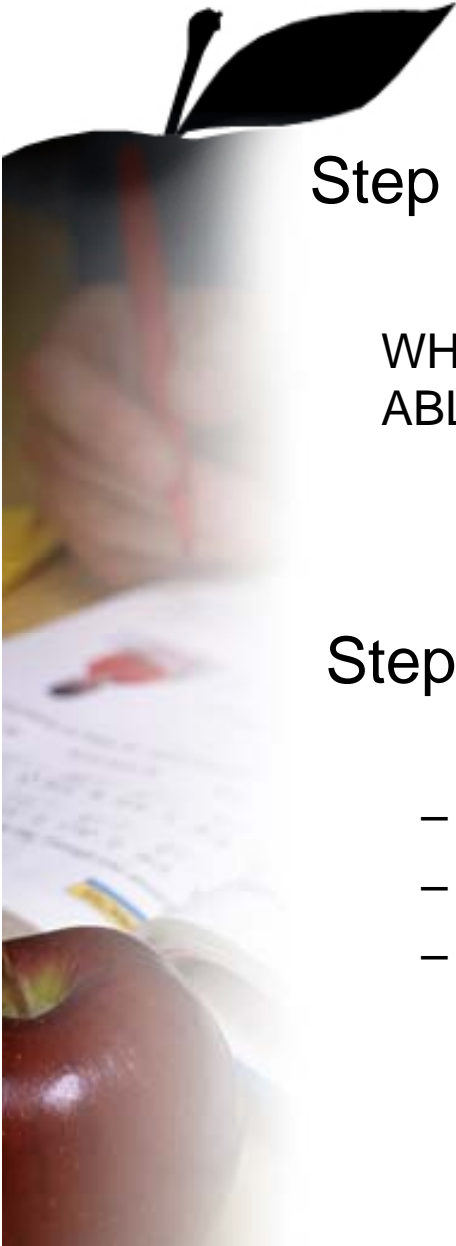
A Four Step Method

Step 1. Identify key concepts and skills (i.e., SSS)

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, OR BE ABLE TO DO?

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

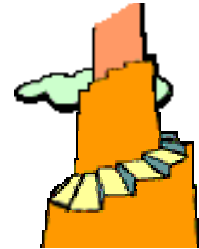
- Readiness level
- Interests
- Learning Profile



Planning Tiered Activities cont.

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 profile. 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 →



Tier it!

- Political Cartoon



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 the opportunity to be in different groups depending on the activity.

- initially use the 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.

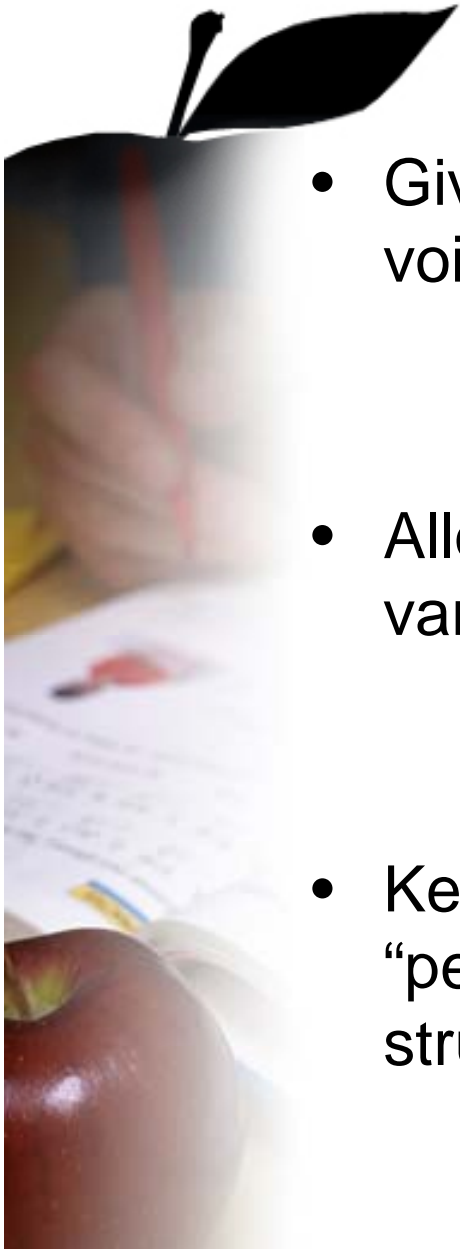
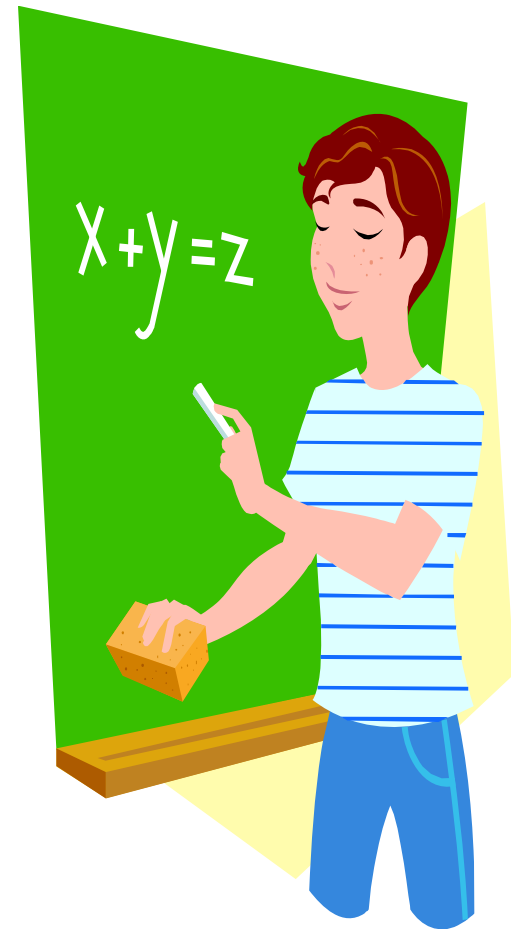


“Flexible grouping is the cornerstone of successful differentiated instruction”.

-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



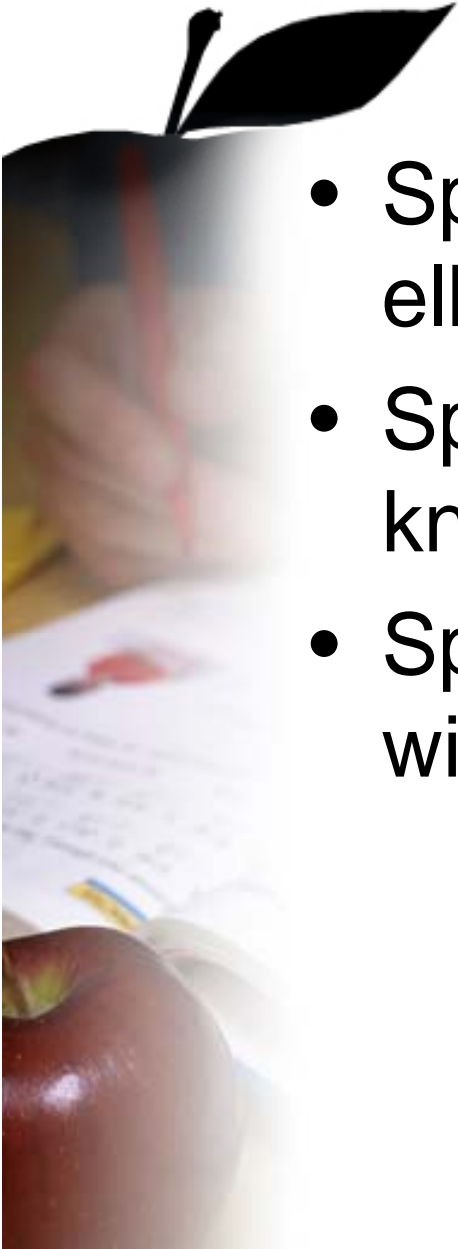
Group Membership



Readiness	Interest	Background Knowledge
Reading Level	Skill Level	Social Skills

Body Language

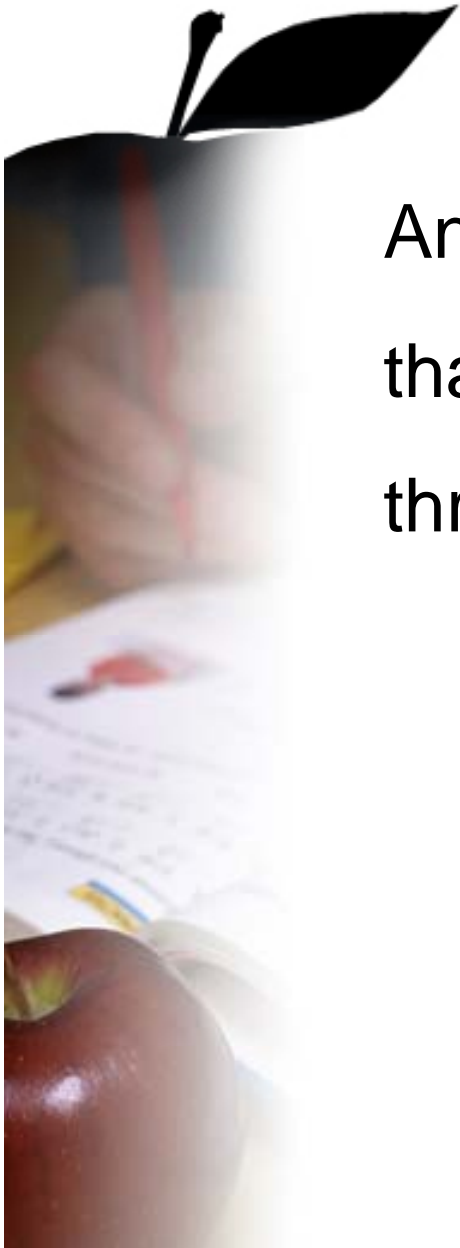
- Spell the word **READINESS** with your elbow.
- Spell the word **INTEREST** with your knees.
- Spell the word **LEARNING STYLE** with your right hip.



Anchor Activities

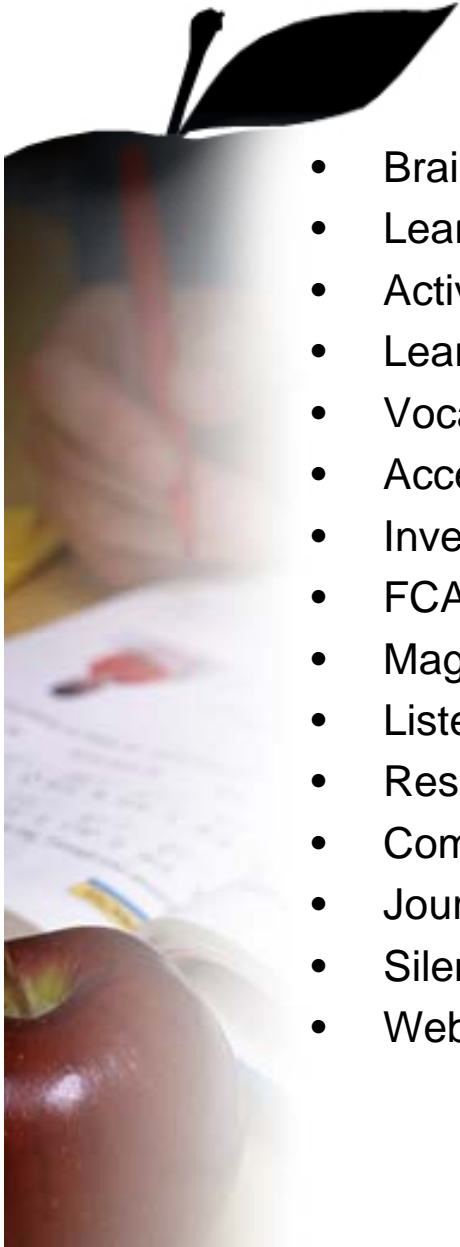


Anchor activities are ongoing assignments that students can work on independently throughout a unit, grading period, or longer.



Some examples of 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
- 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



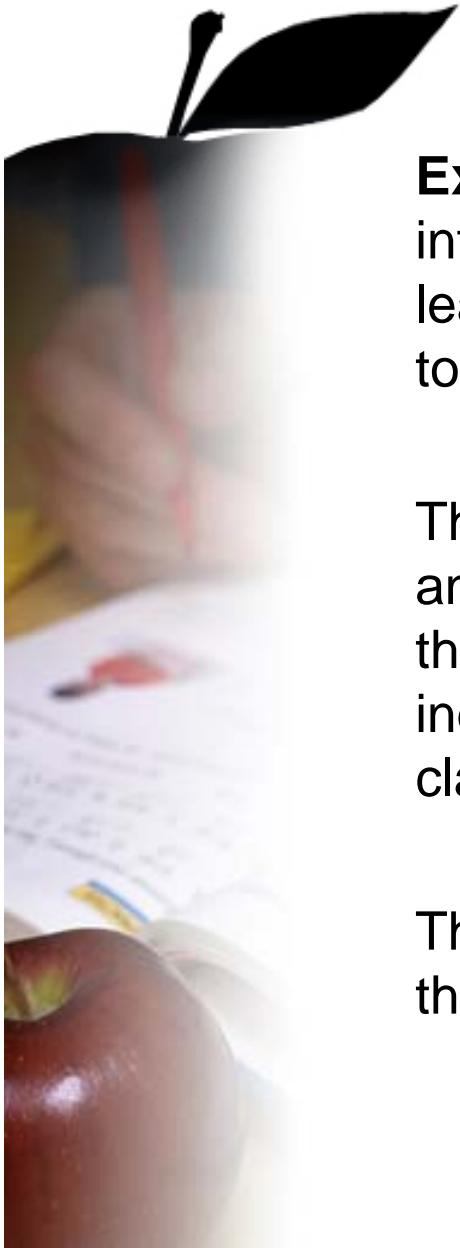
Exit Cards



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 predetermined 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 1

Students who are struggling with the concept or skill

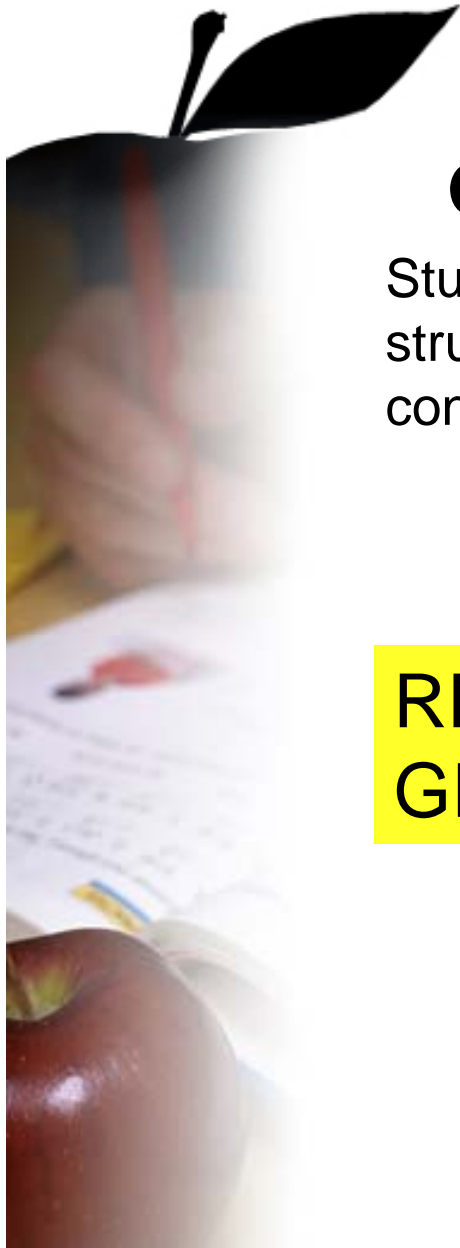
Group 2

Students with some understanding of concept or skill

**READINESS
GROUPS**

Group 3

Students who understand the concept or skill



Exit Card Samples

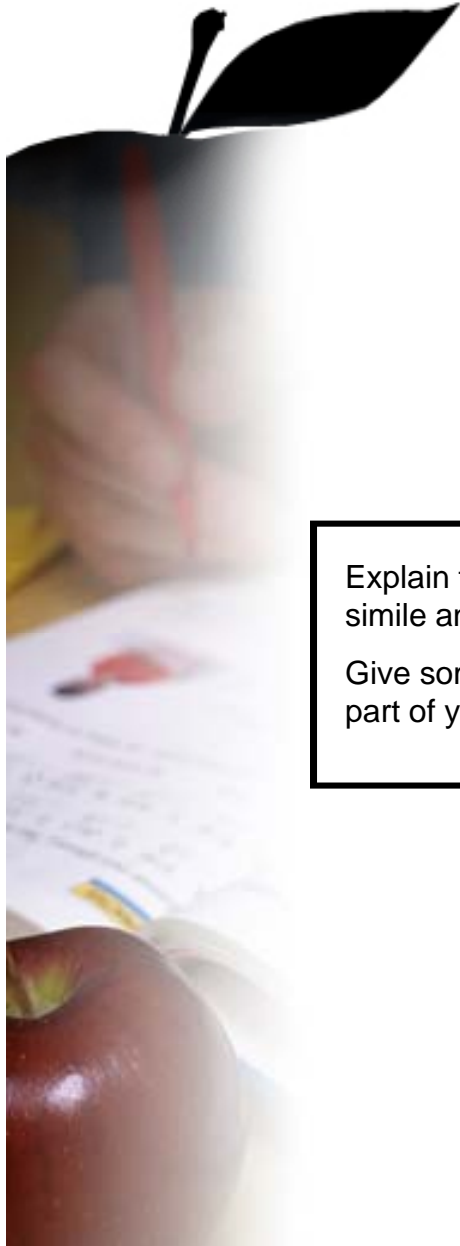
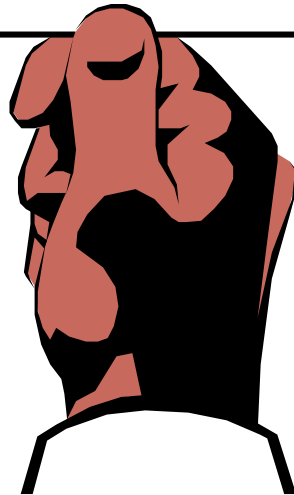
Notice how these exit cards have been differentiated by readiness. Each student is still expected to know about similes and metaphors, but their individual questions are based on their skill level and their degree of knowledge.

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

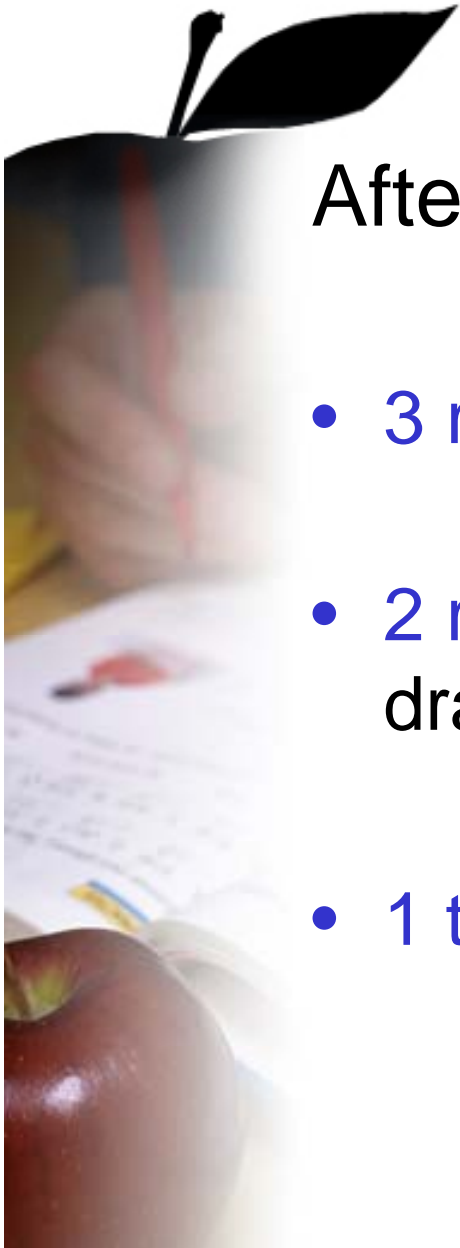


Exit Card 3-2-1 Summarizer



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

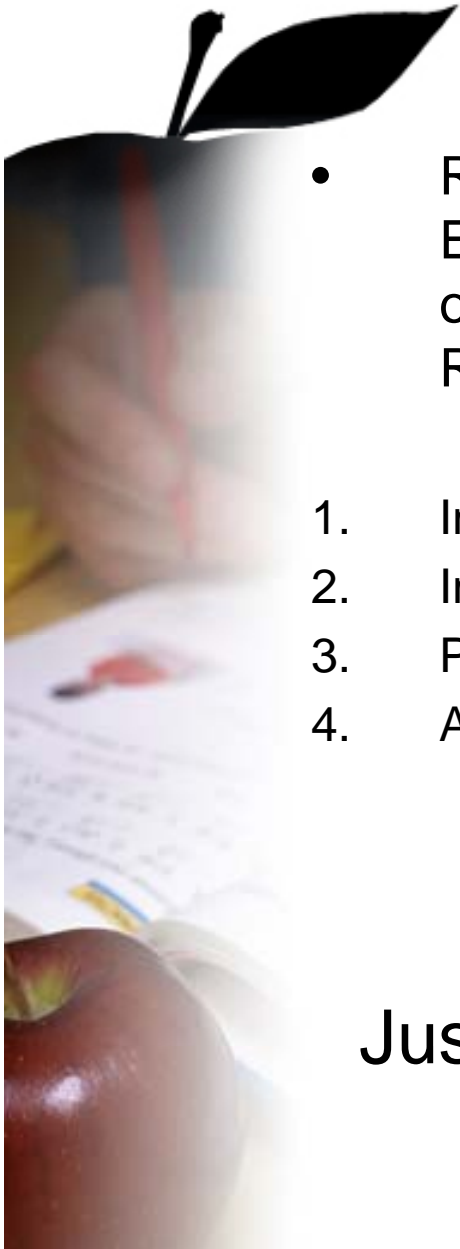
- Response cards are another form of quick assessment. Each student has a card and indicates their understanding of a topic by holding up the appropriate response.

Response cards:

1. Increase participation level of all students
2. Increase on-task behavior
3. Provide immediate feedback
4. Are highly motivating and fun!

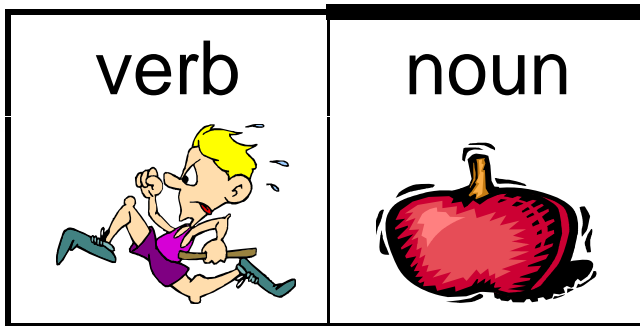
Just Think...

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

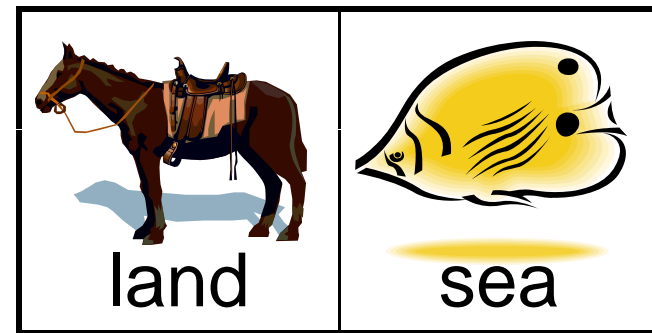


Types of Response Cards

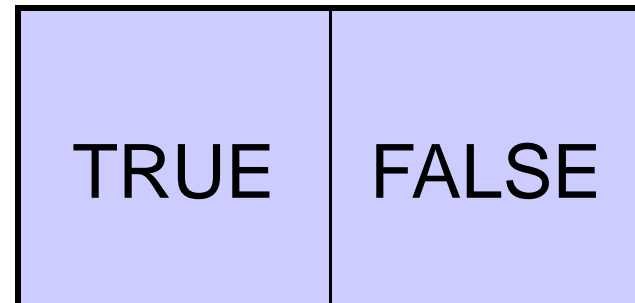
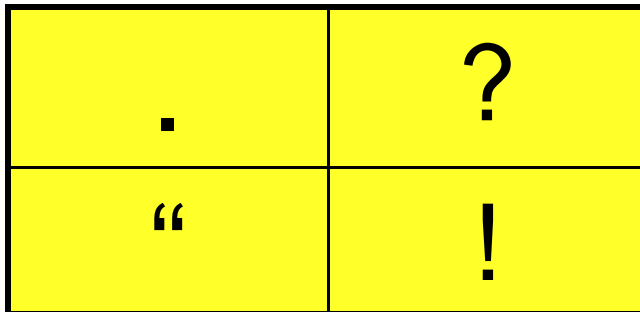
Preprinted



Student made



Write-on boards

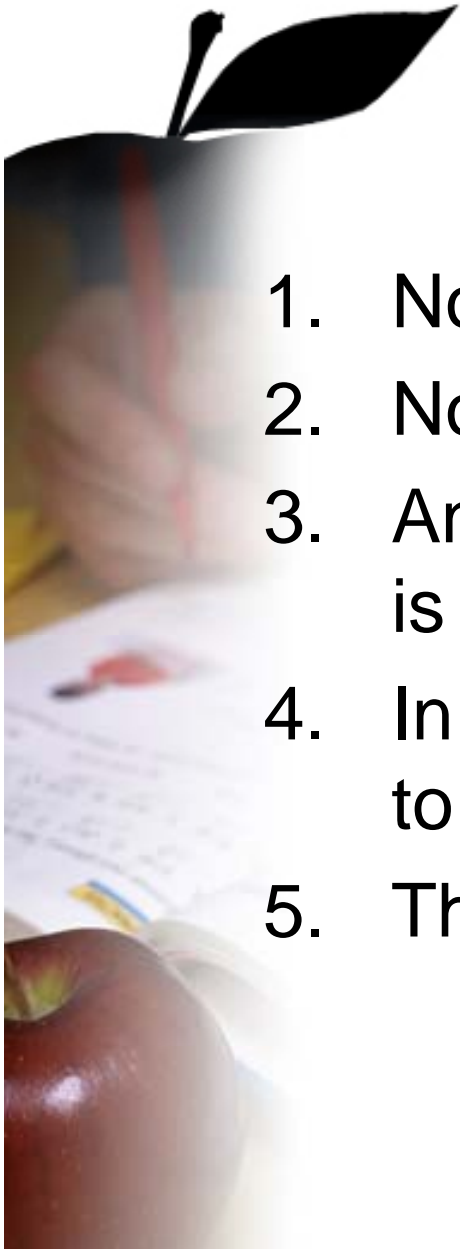


Differentiated Instruction

True or False

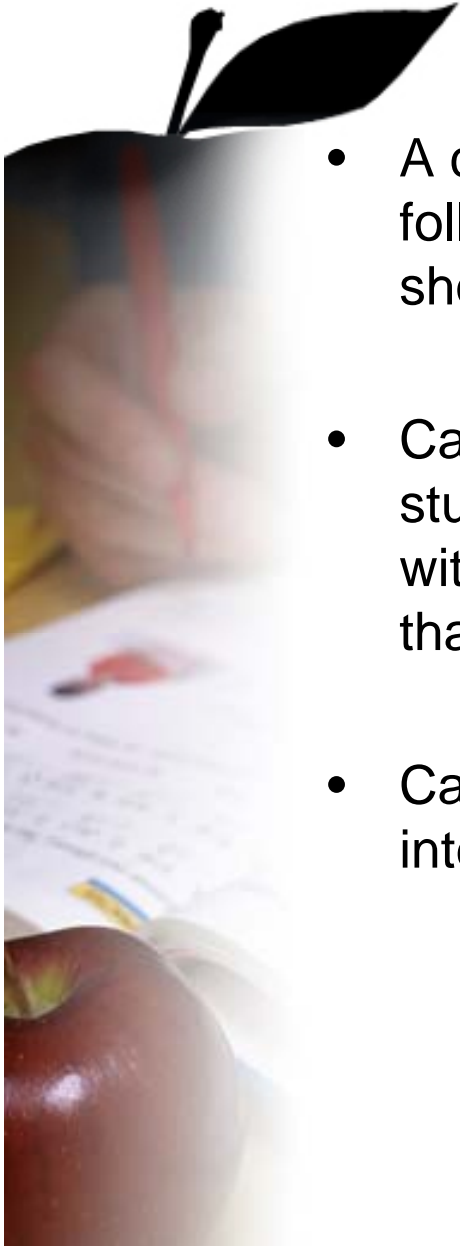
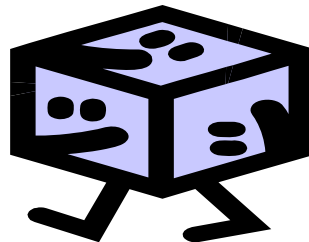
* Use your response card to answer the question

1. No two children are alike.
2. No two children learn in the identical way.
3. An enriched environment for one student is not necessarily enriched for another.
4. In the classroom we should teach children to think for themselves.
5. There are only three styles of learning.



Cubing

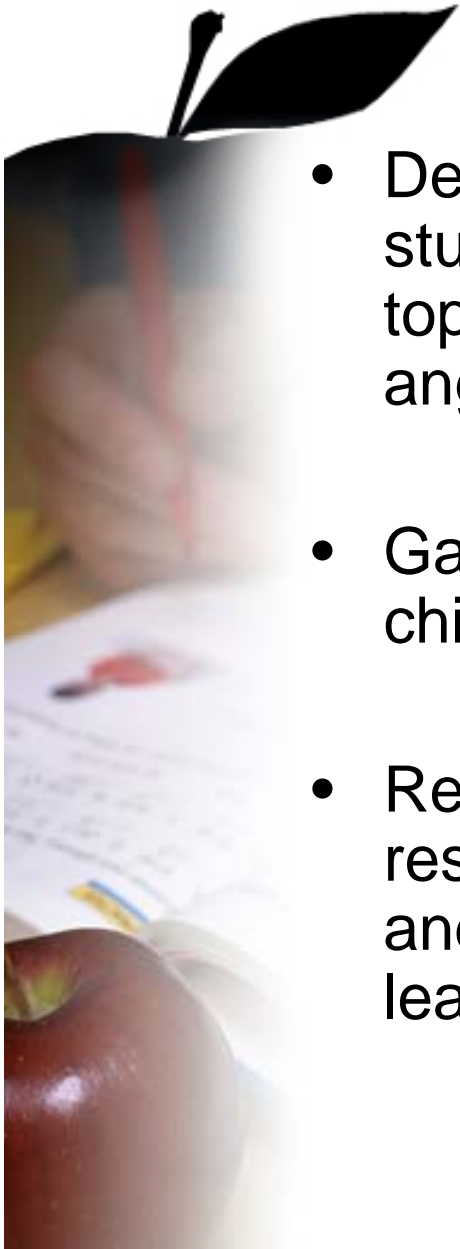
- A cube consists of 6 commands – one on each of its 6 faces followed by a prompt that describes the task the student should do.
- Can be used to differentiate activities on the basis of student's readiness. For example, using 2 or more cubes with the same commands, modify the prompts or tasks so that they are at different levels of difficulty.
- Can be used to differentiate activities based on students' interests or learning profiles.



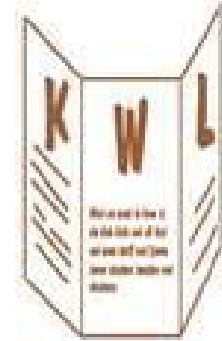
Cubing

continued...

- 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



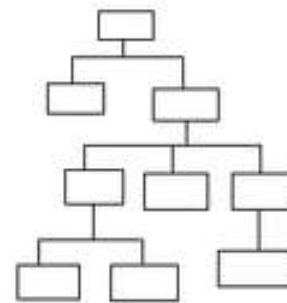
Graphic Organizers



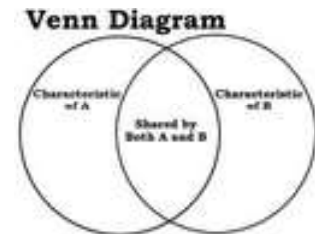
- Aides comprehension, concept development and learning
- Highlights key vocabulary
- Provides an organized, visual display of knowledge
- Focuses attention on key elements
- Helps integrate prior knowledge with new knowledge



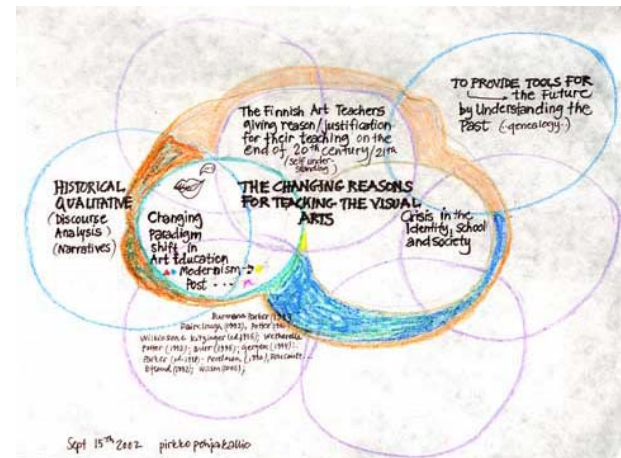
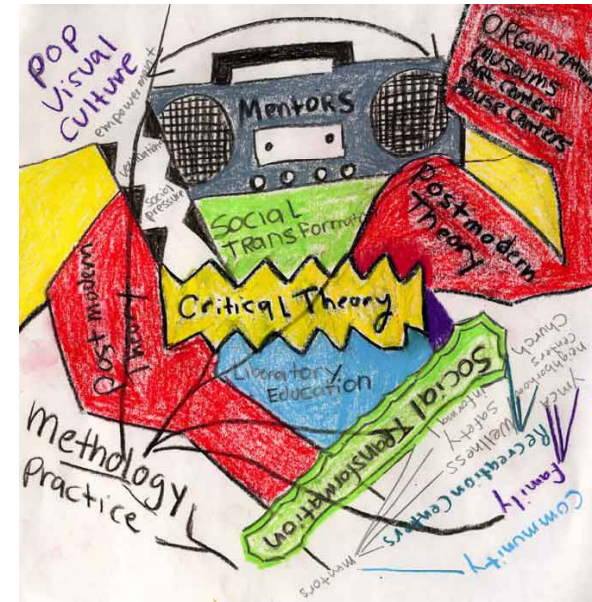
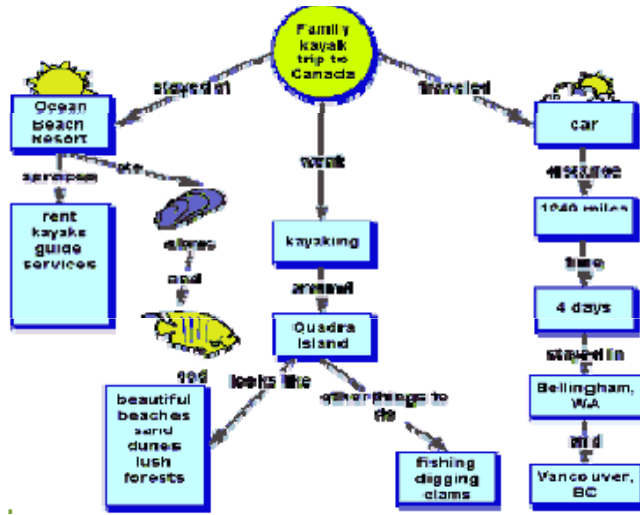
web



Flow chart

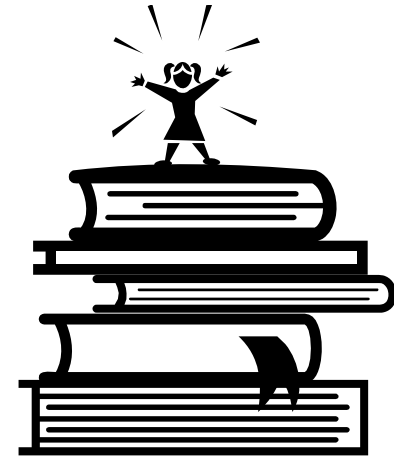
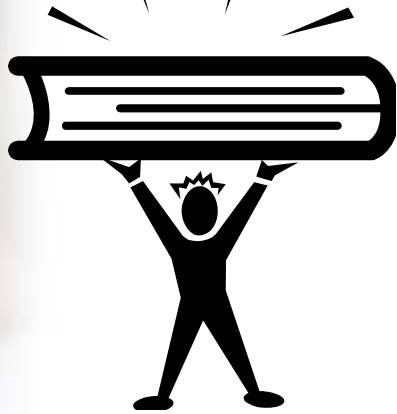


Examples of Concept (Mind) Maps

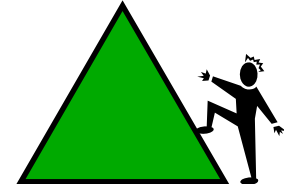


Concept Map

- Learning Styles

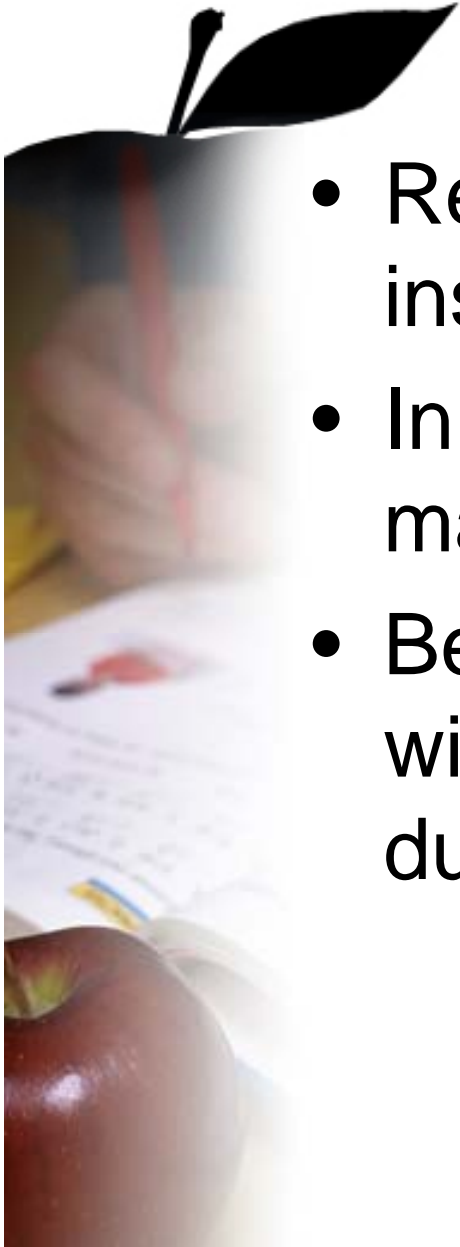


Bodily
Kinesthetic

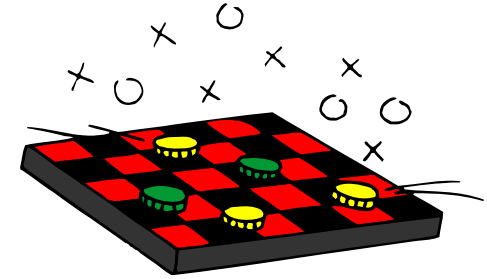


Concept Map & Gallery Walk

- Read the article on differentiated instruction.
- In small groups, create a concept map using pictures only.
- Be prepared to “A-Point” a leader who will share the concept map with others during a Gallery Walk.



Think – Tac - Toe



Complete a character analysis for the main character of your story

Complete a character report card

Name and 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

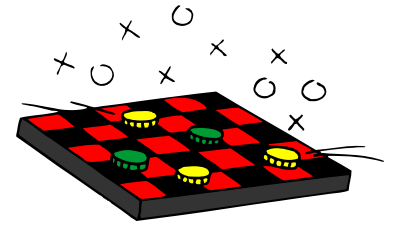
Use a sequence chart or timeline to describe at least 7 events

Write a new beginning or ending to the story

Make a game board about your story. Include key events (in order)

Think – Tac - Toe

Meet with your 2 O'clock date to complete the Think Tac Toe



Write the first 10 words that come to mind when you hear the word "TEACHER"

Identify and describe three strategies modeled in this session

Find 5 words within the words *Differentiated Instruction*

Identify an activity that can be used with a Venn Diagram

Ten words that rhyme with "LEARN"

Identify four positive consequences that can be used for rewarding appropriate behavior

Identify three strategies for assessing prior knowledge

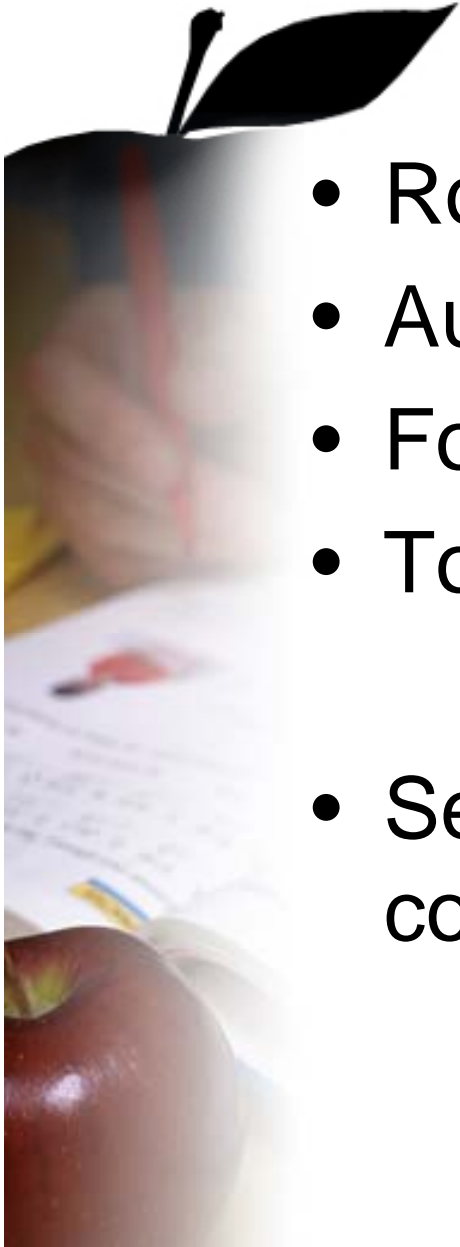
List three effective procedures that can be used for getting students' attention

List three ways to differentiate instruction



RAFT Activity

- Role
 - Audience
 - Format
 - Topic
-
- See the Raft Activity Handout and complete with your 3 O'clock date



Give One/Take One



Idea #1

Idea #2

Idea #3

Idea #4

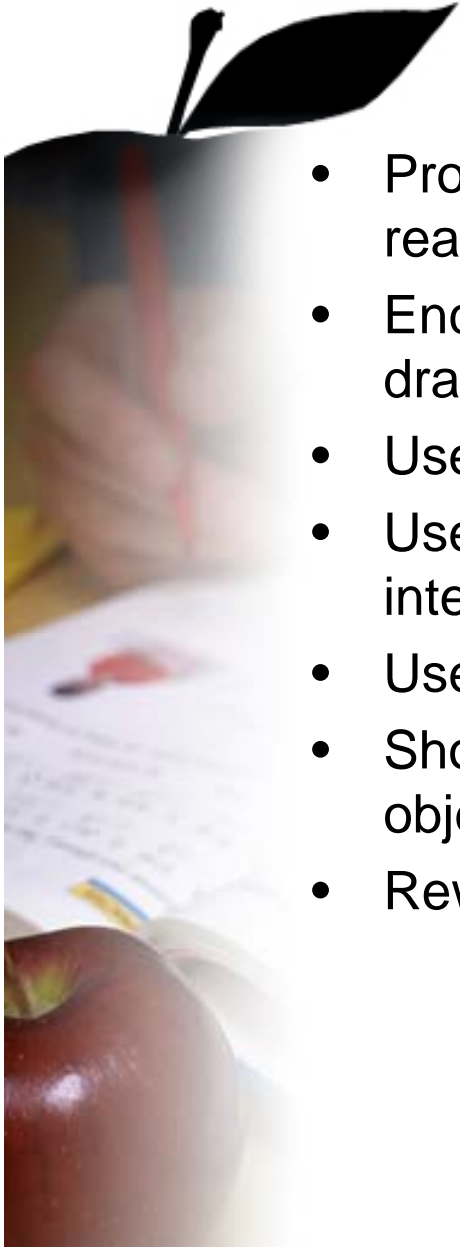
What else can I do?

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, concept (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' reading levels. (Bloom's Taxonomy)
- Collect topic related supplementary materials such as comic books, newspaper articles, magazines, etc.

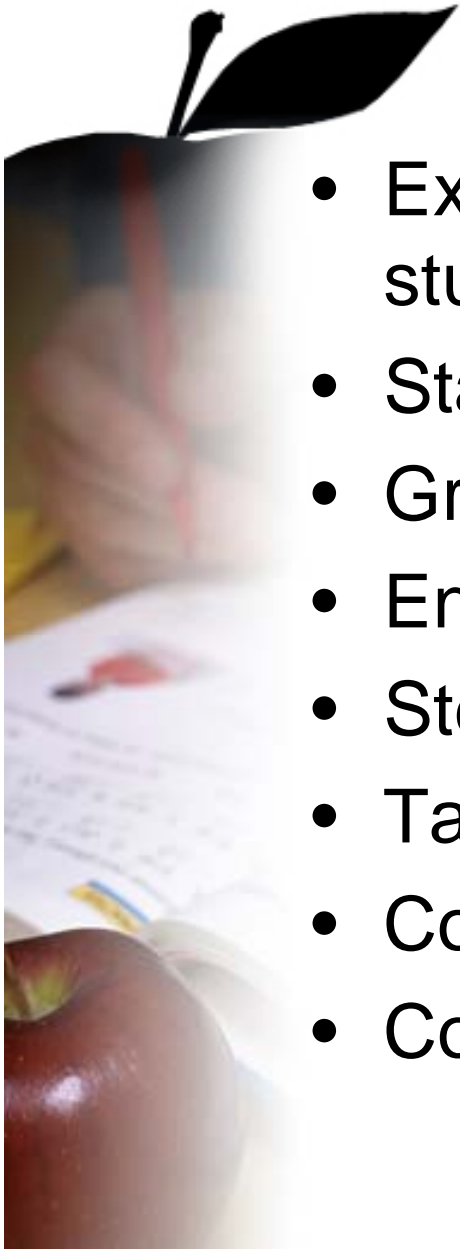
What else can I do? continued

- 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 quickly occur (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 would 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 non-negotiable
- Students will feel physical, mental and emotional safety
- There will be a persuasive 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.



Last Date

with your 4'oclock date, finish the following statements

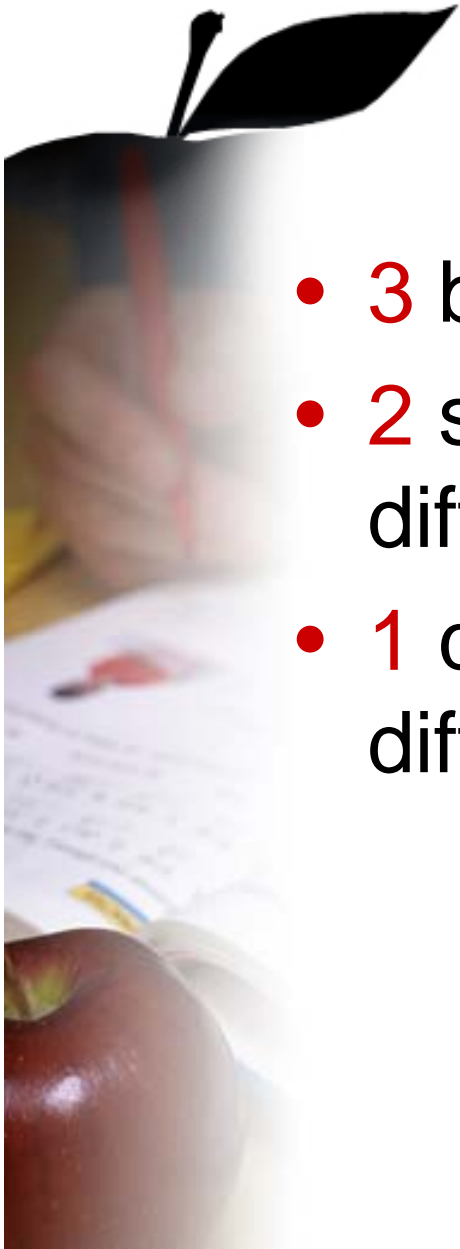
- *Today I discovered...*
- *And now I will...*



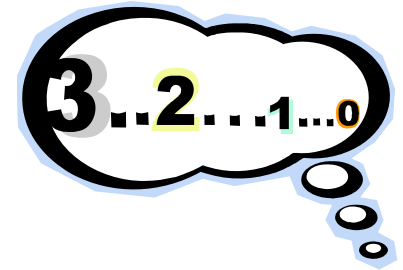
Exit Card Activity

Complete this activity on your 321 sheet

- **3** benefits of differentiating instruction
- **2** strategies I have learned for differentiating instruction
- **1** question I still have about differentiating instruction



EXIT CARD



3

2

1
