



Differentiated Instruction

Meeting the Needs of All Learners

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Essential Question

- How can we effectively reach all of our students?

What is Differentiation?

Differentiation can be defined as a way of teaching in which teachers proactively modify curriculum, teaching methods, resources, learning activities and student products to address the needs of individual students and/or small groups of students in order to maximize the learning opportunity for each student in the classroom.

-Carol Ann Tomlinson

We are not all the same.....Therefore we can not reach all students the same way



Fairness

- **Fairness is not about everybody doing the same thing; fairness is about everybody getting what they need.**

How do you engage the disengaged?

- Do you think a kid wakes up thinking. "How can I be a failure today?"
- Everyone wants to be successful- never give up- you don't know when a breakthrough will come- Helen Keller
- Teach them where they are
- If they don't learn the way you teach...teach the way they learn
- Differentiate

From the teacher's perspective:

Beth is a very advanced learner. In several subjects she is at least three or four years ahead of grade expectations in knowledge and skill. Her teacher is generous with praise and lets Beth and her parents know how proud she is of the quality of Beth's work. Her teacher wants to be sure to affirm Beth's ability and to give her a sense of the power she has as a learner.

From the student's perspective:

Beth has a sense that she is not important in the classroom. If she were, the teacher would know she is only repeating things she has long since learned rather than challenging herself. The work in the classroom does not seem purposeful to her and does not absorb her. And she somehow feels dishonest because the teacher tells her she is doing excellent work when she knows she makes high grades with no effort. Beth routinely leaves school with needs for affirmation, purpose, and challenge unmet.

Comparing Classrooms

TRADITIONAL

- Assessment is at the end of the learning to see “who got it”
- A single definition of excellence exists
- Whole-class instruction dominates
- A single text prevails
- A single form of assessment is used

DIFFERENTIATED

- Assessment is ongoing and diagnostic to understand how to make instruction more responsive to learner need
- Excellence is defined in large measure by individual growth from a starting point
- Many instructional arrangements are used
- Multiple materials are provided
- Students are assessed in multiple ways



Differentiate By.....

- Readiness -an evaluation of the student's prior knowledge, understanding, and current skill level.
- Learning Style - the learning style (visual, auditory, tactile, kinesthetic), grouping preference (individual, small, or large group), and environmental preference (quiet area)
- Interest- refers to topics that motivate a student or peaks one's curiosity

Differentiation Differs in

◇ Content-

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

◇ Process

Activities in which the student engages in order to make sense of the assignment

◇ Product

Projects or products that ask the student to rehearse, apply and extend what has been learned

Educators need to have

The willingness to base instructional decision on actual student needs— starting where the student is rather than simply “covering content.”

Educators need to have

The willingness to teach (or work with kids) in present time (according to a student's current needs rather than the anticipated demands of future teachers or grade levels).

Educators need to have

The willingness to present information more than once, explain something in a variety of ways or offer additional practice when necessary.

Educators need to have

The willingness to differentiate instruction, adjusting placement, quantity of work required and other curricular expectations to accommodate student readiness, experience and acquisition of prerequisite skills.

Goal Setting

- We need to know where we want to see the students by the end of the year.
- Interim=70%

Purpose Driven Instruction

- What are the needs of my students?
IF...
- How am I going to address the needs?
THEN.....
- What strategies and materials will I use?
- How will I know they get it?

Purpose Driven Instruction

I am teaching _____ by
using/doing _____ in order for students to
_____ and I will know students understand the concept when I see them doing
_____.

Example:

I am teaching students to preview the text by using the role of the forecaster graphic organizer and previewing the text features in Chap 8 of Yellow Death in order for students to build background knowledge on what they are reading to boost comprehension and I will know students understand the concept when I see them previewing other text on their own or during independent reading.

Is this being planned for?

<u>Data Driven Differentiation: (Data used for Differentiated Instruction/Include in Data Binder)</u>					
2010 FCAT Data	FAIR	Baseline	Interim Assessment	FCIM/IFC Assessment	Other: _____
<u>Differentiated Instruction</u> <u>Small Group: Remediation</u> Assignment (s): <u>Student(s):</u>		<u>Differentiated Instruction</u> <u>Small Group: Intensive</u> Assignment (s): <u>Student(s):</u>		<u>Differentiated Instruction</u> <u>Small Group: Enrichment</u> Assignment (s): <u>Student(s):</u>	
<u>Closing Activity:</u>		<u>Assessments/Progress Monitoring:</u>			<u>Home Learning:</u>

To Ponder.....

- When a teacher tries to teach the same thing to all students at the same time, chances are:

1/3 of the kids already know it,

1/3 will get it and the remaining

1/3 won't, so that that means that

2/3 of the kids are wasting their time.

Lillian Katz

Average Retention Rate for Instructional Strategies

Instructional Strategy	Average Retention Rate
Lecture	10%
Reading	20%
Audio-Visual	30%
Demonstration	50%
Discussion Group	70%
Practice by Doing	80%
Teaching Others	90%

Flexible Instructional Grouping

This flexible use of student groups is the heart of differentiated instruction. When you group flexibly, you create instructional groups and prescribe specific activities that respond to students' learning needs.

Diane Heacox, EdD

What is Flexible Grouping?

- Students consistently working in a *variety* of groups...
- ...based on *different elements of their learning*...
- ...and both *homogeneous* and *heterogeneous* in regard to those elements.

Tomlinson (2003) *Fulfilling the Promise of the Differentiated Classroom*.

Flexible Grouping is Not....

- Having students sitting in groups doing the same assignment.

OR...

- Giving 3 different assignments with no thought of what students' need or how they will benefit from the assignment.

Yes, but.....
Why else should I
differentiate?

Changes to the Teacher Evaluation Systems

Revisions

Single Unified Summative Rating

Two Components (50% each)

- **Learner Progress
(Standard 1)**
- **Professional Practices
(Standards 2-7 or 2-8)**

New Rating Levels and Weighting

Data to be used assess Learners Progress

Performance Standard 1: Learner Progress

Per the Student Success Act of 2011:

“At least 50 percent of a performance evaluation must be based upon data and indicators of student learning growth assessed annually by statewide assessments or, for subjects and grade levels not measured by statewide assessments, by school district assessments as provided in s. 1008.22(8).”

**PERFORMANCE STANDARD 2: KNOWLEDGE OF LEARNERS: 8%
OF TOTAL POSSIBLE POINTS**

- Presents concepts at different levels of complexity for students of varying developmental stages.
- The teacher identifies and addresses the needs of learners by demonstrating respect for individual differences, cultures, backgrounds, and learning styles.

(differentiated instruction)

**PERFORMANCE STANDARD 5:
ASSESSMENT: 6% OF TOTAL
POSSIBLE POINTS**

- The teacher gathers, analyzes, and uses data (including FCAT state assessment data, as applicable) to measure learner progress, guide instruction, and provide timely feedback.

(differentiated instruction)

Things to Consider

- A teacher working with a small group is off limits unless there is a loss of blood or lack of breathing
- Spend time practicing with students what to do when they encounter various problems- stuck on a problem, need a pencil, disagree with a partner, need to leave the room, finish an assignment

While I work with a small group of students, what do I do with the rest of the class?

Develop Independent Learners

Sample Grouping for Differentiation

Group A (doesn't get it)	Group B (needs additional help)	Group C (got it)
Teacher Directed	Additional Practice or Extension	Enrichment or Extension
Additional Practice or Extension	Teacher Directed	Independent Work
Independent Practice	Independent Practice	Teacher Directed



**ASK
THREE
BEFORE
ME !**

Organization is the Key

- **1** - Gather your materials
- **2** - Stand by your desk
- **3** - Move

What Do I Do If I Finish Early?

When you think you are faced with nothing to do (OH NO—NOT POSSIBLE):

FIRST, ask yourself “Is there anything else I need to finish?” If the answer is “no,” THEN choose something from this list:

- ✓ Answer this question I wonder...
- ✓ Trace your hand: write who, what, where, how and why on each finger, describe what you did over the weekend.
- ✓ Write a dedication to a friend, “What makes your friend special?”
- ✓ List 5 goals for your future....
- ✓ Pretend the character of the book you’ve read is stranded on an island. What 3 luxury items would they take with them and why?

- ✓ Trace your hand: write five facts from the book you are reading on each finger. Now change those facts into opinions.
- ✓ Write a letter to one of the characters from a book you've read. Ask questions about things that happened to that character.
- ✓ Draw a scene from one of the books you've read. Write a paragraph describing what is happening.
- ✓ Write a poem, draw a picture
- ✓ Write a poem using each letter of your name.
M-magical A-awesome R-regal Y-yellow hair
- ✓ Write a commercial to advertise a good book you've read
- ✓ Design a book cover for a real book or a book you would like to write

Data Analysis ~ Color Code System

PINK	0% - 39%	Critical need; must explicitly teach the prerequisites and/or reteach benchmarks.
YELLOW	40% - 69%	Systematic intervention; must move students to mastery.
GREEN	70% - 100%	Maintain mastery and provide enrichment.

Sample lesson based on Readiness

Sample lessons for Pink, Yellow and Green on the Validity, Accuracy and Strong vs. Weak arguments.

PINK LESSON: This will target the prerequisites of the benchmark.

I DO Today we are going to learn about_____. _____ is _____(DEFINITION)

STEP 1) Direct Definition and reason this is an important skill
Today we are going to review facts and opinions.

I know you recall we were reading an article where the author had an opinion that the reason the Everglades is drying out is because of man.

Today we are going to review looking at facts and opinions to better understand persuasive writing. This is an important skill in order to evaluate an author's point of view on a topic. To look at the author's arguments on the topic, because stronger arguments are based on facts.

Facts are statements that can be proven, tested or backed up with data. (Definition) In text, facts usually have conditional language, such as most, may, often. These are often backed by expert statements, statistics etc...

Opinions are based on feelings, how a person feels. (Definition) In text, opinions usually contain absolutes, such as: always, is, all the time, must absolutely, etc... Opinions usually have pronouns, such as I, we, etc...

STEP 2) Model (use a short paragraph, math problem, science scenario, where you can demonstrate) Discuss it aloud as you are doing it. This is what I do first, next, etc.....

For example when I look over this paragraph, I see an opinion here because the sentence says I feel that I see another opinion here because it uses the word always... I see a fact because the sentence uses conditional language, often; here is another fact because it can be proven by the research study that was conducted by the National Park service over the past ten years.

Continue this process throughout the paragraph, continually talking out loud about what you are doing and why.

Step 3 (WE DO) Now let's practice together, remember I did it like this, you try it, what was the next step.....

Now let's try it together with the next paragraph, Repeat the same process as above, talking it through with the students, while they try applying the skill.

Step 4 (YOU DO) Now you do it and I will watch you, remember the steps we used to..... While the students are doing this circulate and immediately give feedback and correct mistakes.

Now you try it with the next paragraph, label the facts and opinions, remember a fact is _____, because _____ an Opinion is _____, because _____

YELLOW LESSON:

This lesson will target the actual benchmark not just the perquisite skills.

Follow the same format, but make a 2 column note of all the facts and opinions. Tie in the concept that these are the author's arguments and look at the strongest arguments. Show that the strongest arguments are factually based.

You will still do:

I DO:

The teacher will give definitions and model the process with a paragraph, identifying fact and opinion and placing them on a two column note. Think aloud and identify the stronger arguments.

WE DO:

Practice the process with another paragraph.

YOU DO:

Students will follow the same process with another paragraph.

Remember review key concepts and make the **RELEVANCE CONNECTION**.

GREEN LESSON:

This will be a lesson that will maintain the skill, and provide an extension and enrichment of the benchmark.

Give students a controversial topic and have them develop three strong arguments by researching facts to support their side. Students can develop this into a persuasive essay.

A Thought

“Differentiating for the diversity of learning styles, intelligences, and thinking in your classroom does not mean you have to know every detail of every theory and individualize for every student. Simply becoming conscious of the collective needs of students is a way to get to know them better, tap into their preferences through intentional planning, explore the diversity that they bring to the classroom, and make the right choices for your classroom.” -Gregory

Reflection



- Based on what you have heard, what are some things that might differ in the way that you teach? Your students learn?
- How can you effectively reach all of the students?
- What support do you need?

Thank you for your attention!



Questions?

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