DIFFERENTIATED INSTRUCTION

Alicia Hull
Tuscarora Intermediate Unit

"In the end, all learners need your energy, your heart and your mind. They have that in common because they are young humans. How they need you however, differs. Unless we understand and respond to those differences, we fail many learners." *

* Tomlinson, C.A. (2001). How to differentiate instruction in mixed ability classrooms (2nd Ed.). Alexandria, VA: ASCD.

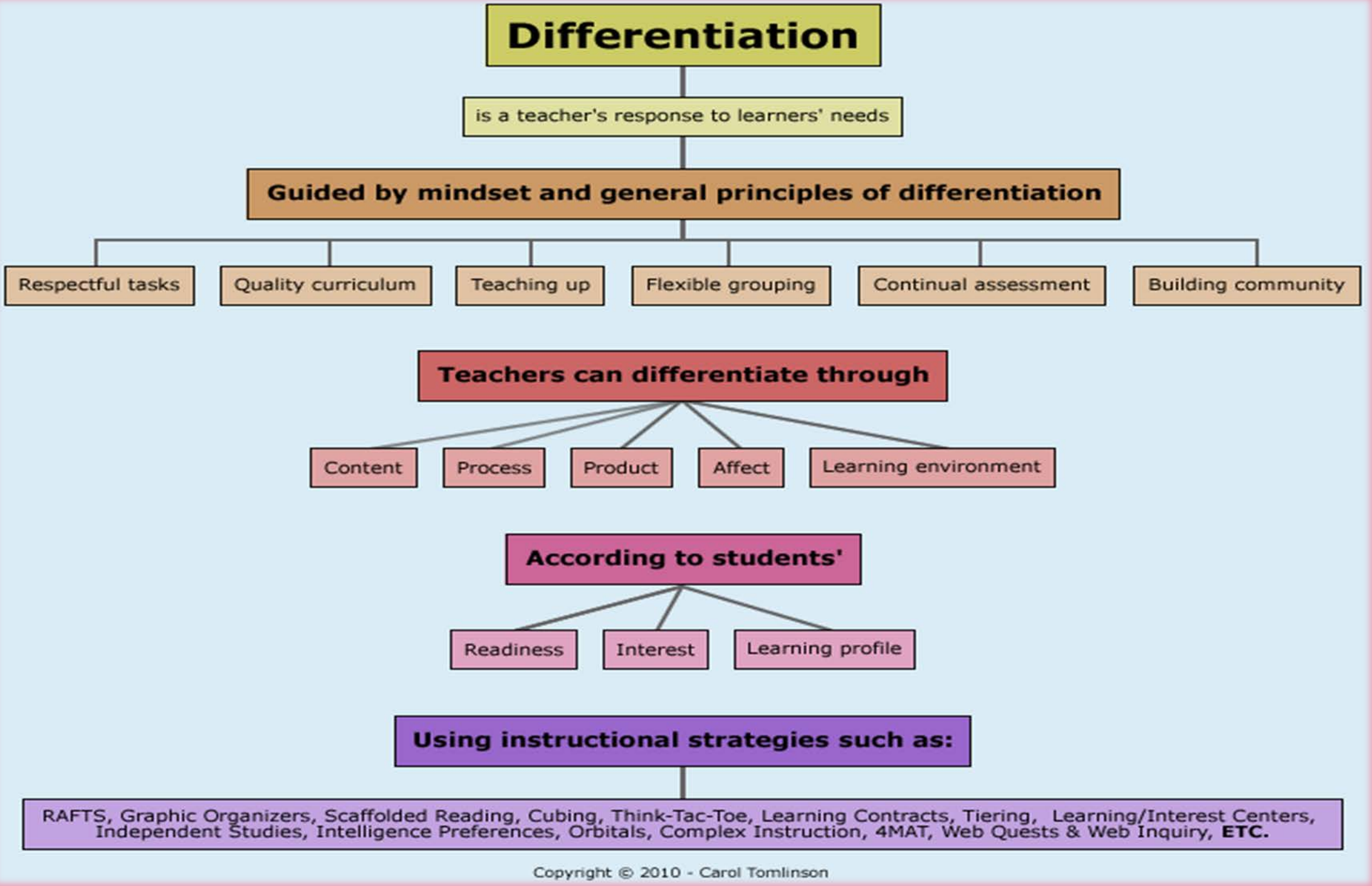
1. Think about what differentiated instruction means to you. On a post-it, write examples of differentiation in your classroom.

2. Gather all of the individual responses from your table. Write and post on a piece of chart paper.

Differentiation is NOT a set of strategies…it's a way of thinking about teaching and learning.

Strategies are the tools used to accomplish the goals of DI.

Carol Tomlinson


Differentiation
is a teacher's response to learners' needs
Guided by mindset and general principles of differentiation
Respectful tasks
Quality curriculum
Teaching up
Flexible grouping
Continual assessment
Building community
Teachers can differentiate through
Content
Process
Product
Affect
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According to students'
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Using instructional strategies such as:
RAFTS, Graphic Organizers, Scaffolded Reading, Cubing, Think-Tac-Toe, Learning Contracts, Tiering, Learning/Interest Centers, Independent Studies, Intelligence Preferences, Orbitals, Complex Instruction, 4MAT, Web Quests & Web Inquiry, ETC.
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DIFFERENTIATION

1. Creating a healthy classroom community
2. Developing clear learning destinations
3. Assessments to indicate where students are relative to the learning destination
4. Instructional decisions made based on assessment results that lead students to learning destinations

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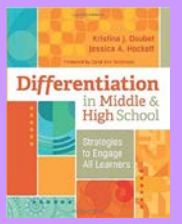
REGARDLESS OF THE AGE OF THE LEARNERS, THEY ASK QUESTIONS SUCH AS THESE (TOMLINSON, 2003):

- Will I be affirmed in this place?
- Can I make a contribution in this place
- Will I grow in power here?
- Do I see purpose in what we do here?
- Will I be stretched and challenged in this place?

RELATIONSHIP-BUILDING ACTIVITIES

- Attendance questions (Cats or dogs? Sports team? Pool or beach?)
- Interest surveys
- Who Is It?

- Help the teacher get to know students and students to know one another
- Choose one or two activities to do at the beginning of the year to learn backgrounds and interests of students
- Teachers use the information throughout the year to use in instructional situations
- Student-student connections used for student grouping, as well as promoting a trusting atmosphere



Students who believe their intelligence is malleable (growth mindset) tend to persevere in the face of hardship.

Students who believe their intelligence is fixed (fixed mindset) tend to struggle with challenge.

Teachers significantly, and often unconsciously, influence students' perceptions of their own intelligence.

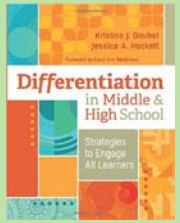
Carol Dweck


FAIRNESS
does not mean
everyone gets the same.
FAIRNESS
means
everyone gets
what they need.
- Rick Riordan

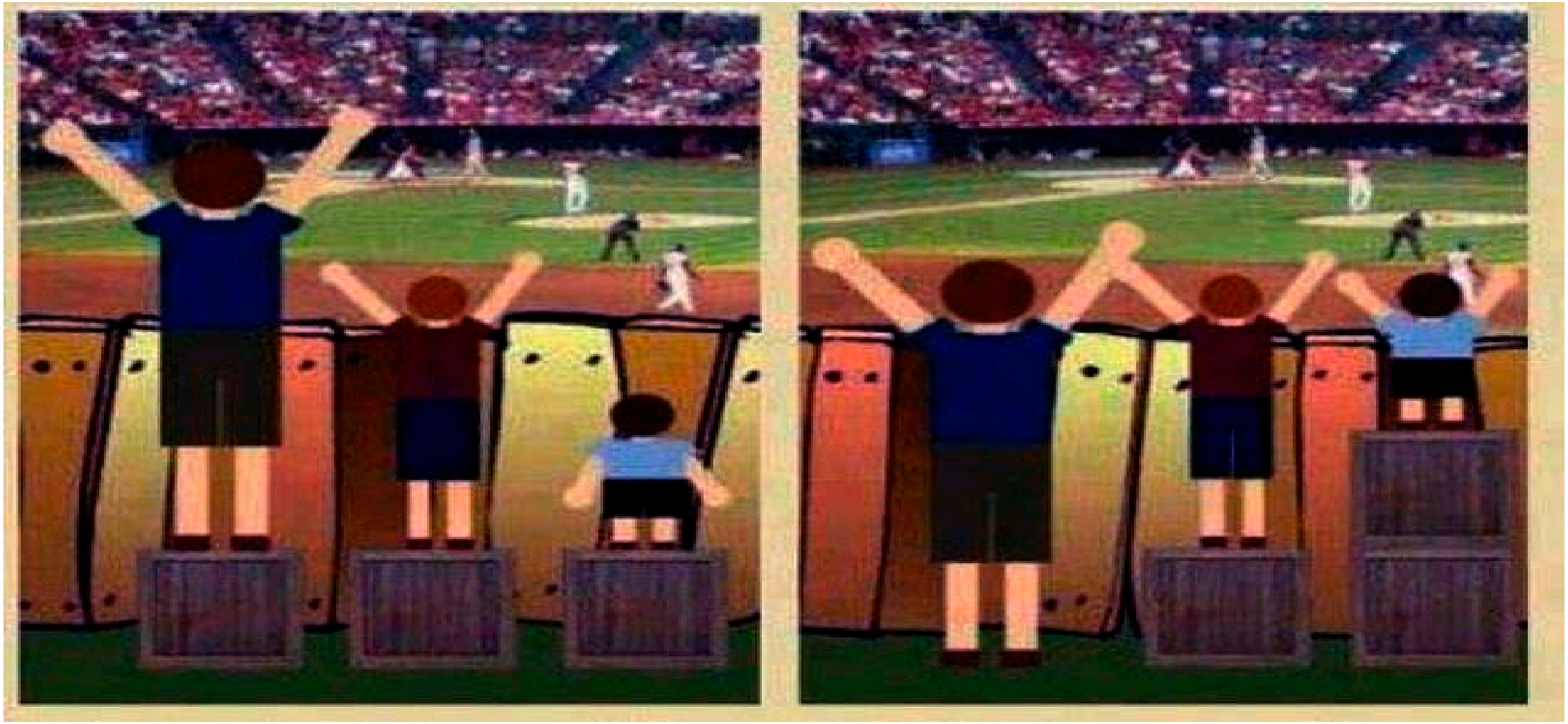
STRATEGIES FOR INTRODUCING MINDSET

- Glow and Grow (students find others with similar "glows and grows")
- The Lineup---"I'm an expert" to "I'm a novice"

- ❑Show that intelligence is malleable, mistakes serve as stepping stones for success, and fair means everyone gets what he/she needs to grow
- ❑Teacher will redefine fair and define differentiation
- ❑Students should not be let in on the point of most of the exercises until after their completion



Turn and TALK



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Checking your KUD

After you fill in each separate Know, Understand and Do, draw a line from each Know and Do statement to the corresponding Understand statement. If you have a Know or Do statement that does not relate to any Understand statements, either eliminate it or add an Understand statement that gives it meaning and content.

Know	Understand	Do

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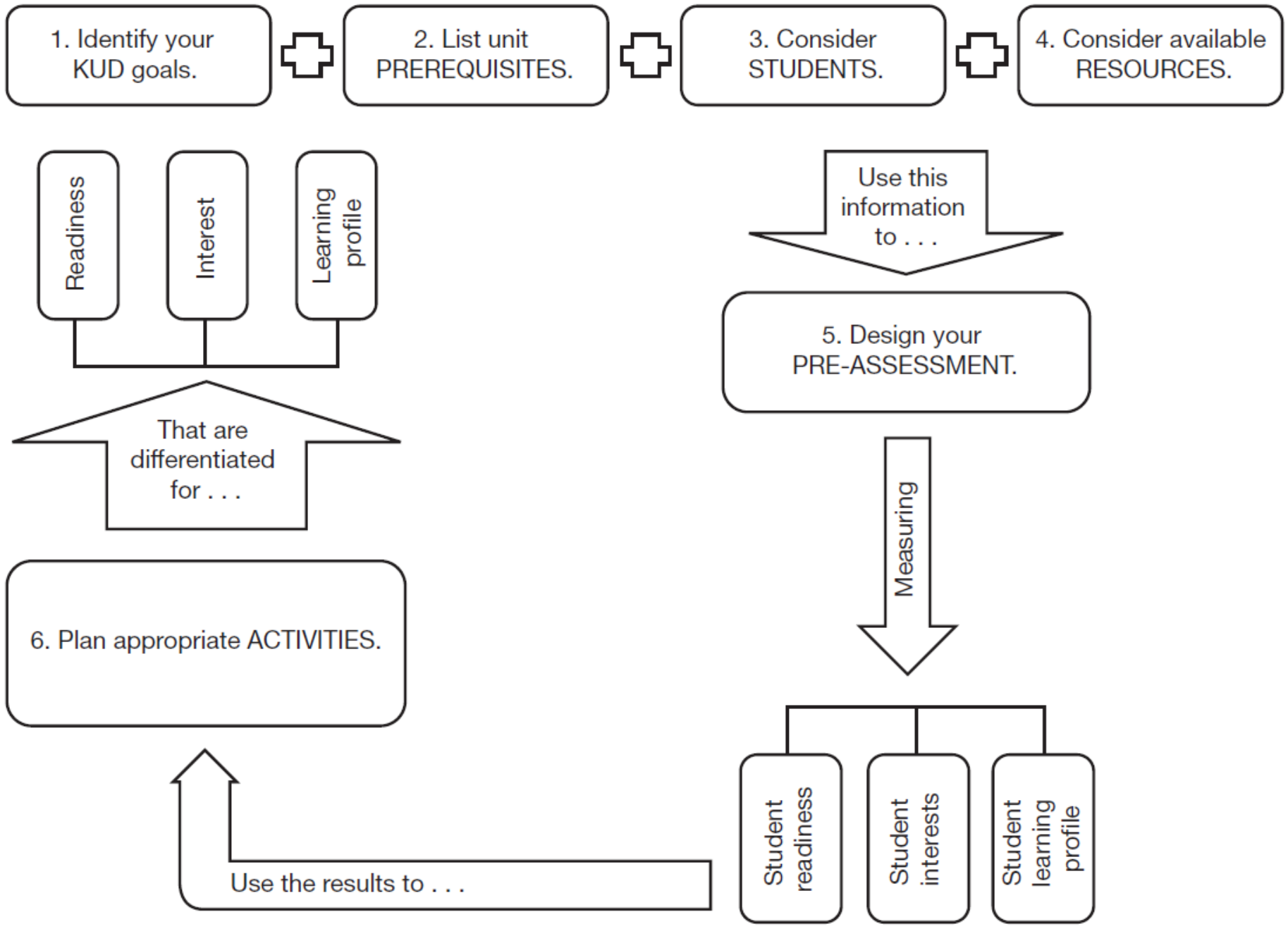
Pre-assess to gather evidence of students' readiness and interests prior to teaching a unit or series of related lessons.

Use evidence to plan instruction.

When designing pre-assessments:

- Select goals you have the least evidence of
- Consider crucial prerequisites
- Focus on measuring understanding in addition to knowledge and skills

Flowchart

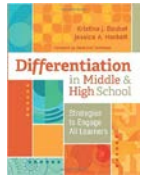

1. Identify your KUD goals.
2. List unit PREREQUISITES.
3. Consider STUDENTS.
4. Consider available RESOURCES.
Use this information to . . .
5. Design your PRE-ASSESSMENT.
Measuring
Student readiness
Student interests
Student learning profile
Use the results to . . .
6. Plan appropriate ACTIVITIES.
That are differentiated for . . .
Readiness
Interest
Learning profile

Formative assessments provide regular snapshots of students' learning during a lesson or series of lessons. Teachers can gauge where students are relative to the learning destination.

Use evidence to plan instruction.

When designing formative assessments:

- Questions/prompts require demonstration of key concepts or goals
- Questions require students to make connections or use knowledge
- Limit to a few key questions
- EX…Exit/Entry Slips, Frayer Models



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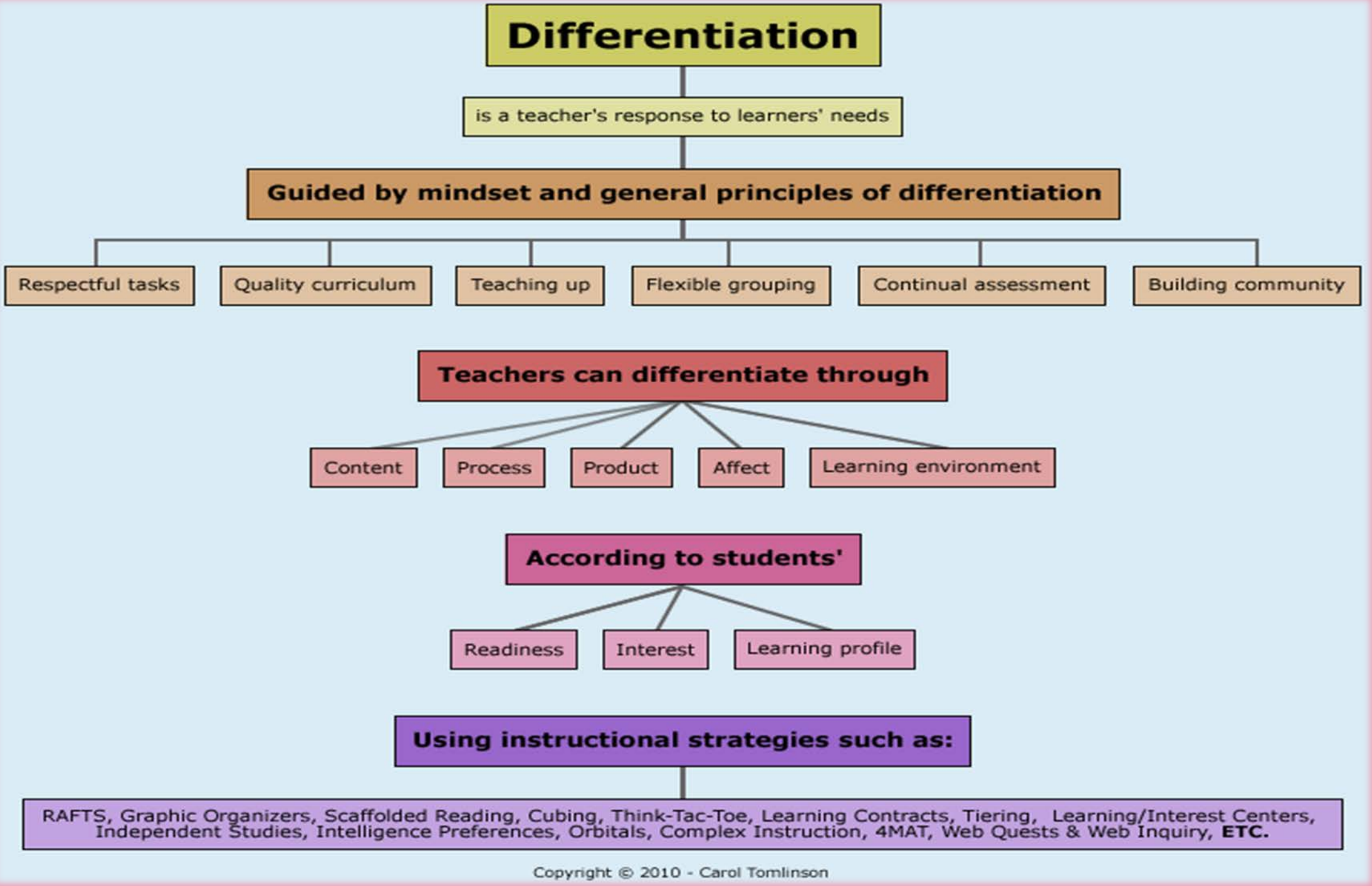
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DIFFERENTIATION PLACEMAT

HOW STUDENTS LEARN

- Can I tier the activities around concepts and skills to provide different levels of support or opportunities to demonstrate deeper knowledge?
- Do I need to vary the length of time students require to grasp a concept either by compacting the curriculum or extending the time frame?
- Can I provide opportunities for students to construct and demonstrate knowledge using digital resources and technologies?
- Can I scaffold activities or break larger tasks down into smaller tasks?
- Can I provide study guides or graphic organisers for targeted students?
- Can I modify delivery modes for individuals or small groups?
- Can I use peer tutoring?

HOW LEARNING IS STRUCTURED

- Which of a range of flexible groupings: whole class, small group and individual, best suits this concept and skill set?
- Have I offered a range of materials and resources - including ICT's to reflect student diversity?
- Can I vary the level of class teacher support for some students?
- Would activities outside the classroom best suit this concept? e.g. Other learning spaces within the school, excursions, camps
- What routines can I put into place to assist students in developing independent and group work skills?
- What class structures can be modified e.g. team teaching or shared teaching and timetabling.?
- Are there additional support provisions from specialist, teacher aide, mentor etc. ?
- Can I provide visual cues for students e.g. content posters or list of instructions for students to follow?

HOW STUDENTS DEMONSTRATE WHAT THEY KNOW

- To complete the scheduled assessment task will some students require more/less time?
- Can students be extended by communicating the information in a more challenging way? e.g. change to authentic audience
- Are there students who need the assessment task to be broken down for them?
- Will some students need adjustments to the task e.g. having concrete materials at hand or access to digital technologies?
- Will some students need feedback provided more frequently or in a different manner?

WHAT STUDENTS NEED TO LEARN

- Can I choose a familiar context to help make connections or will I scaffold to broaden student world knowledge?
- What links can I make to real life?
- Can I change the context to match student interests?
- What prior learning experiences are required?
- How will I know what students already know? Which data? Will students complete a Pre-test?
- Can I skim over some of the content or miss it completely?
- How will I extend those students who already have this knowledge?
- Will I accelerate students ?

Contact M.Douglas or the FNQ REGION Teaching and Learning team (FNQ Region) based on the Maker Model (1982) and Tomlinson

Content

Examples of differentiating content:

1. Using reading materials at varying readability levels;
2. Putting text materials on tape;
3. Using spelling or vocabulary lists at readiness levels of students;
4. Presenting ideas through both auditory and visual means;
5. Using reading buddies; and
6. 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

Examples of differentiating process:

1. Using tiered activities;
2. Providing interest centers;
3. Developing personal agendas (task lists written by the teacher and containing both in-common work for the whole class and work that addresses individual needs of learners);
4. Offering manipulatives or other hands-on supports; and
5. Varying the length of time a student may take to complete a task.

Product

Examples of differentiating product:

1. Giving students options of how to express required learning;
2. Using rubrics that match and extend students' varied skills levels;
3. Allowing students to work alone or in small groups on their products; and
4. Encouraging students to create their own product assignments as long as the assignments contain required elements.

OPTIONS FOR DIFFERENTIATION OF INSTRUCTION

To Differentiate Instruction By Readiness	To Differentiate Instruction By Interest	To Differentiate Instruction by Learning Profile
*add or remove scaffolding * vary difficulty level of text & supplementary materials * adjust task familiarity * vary direct instruction by small group * adjust proximity of ideas to student experience	* encourage application of broad concepts & principles to student interest areas * give choice of mode of expressing learning * use interest-based mentoring of adults or more expert-like peers * give choice of tasks and products (including student designed options) * give broad access to varied materials & technologies	* create an environment with flexible learning spaces and options * allow working alone or working with peers * use part-to-whole and whole-to-part approaches *Vary teacher mode of presentation (visual, auditory, kinesthetic, concrete, abstract) * adjust for gender, culture, language differences.
<u>useful instructional strategies:</u> - tiered activities - Tiered products - compacting - learning contracts - tiered tasks/alternative forms of assessment	<u>useful instructional strategies:</u> - interest centers - interest groups - enrichment clusters - group investigation - choice boards - MI options	<u>useful instructional strategies:</u> - multi-ability cooperative tasks - MI options (Gardner) - Triarchic options (Sternberg)

CA Tomlinson, UVa '97

Activities

http://curry.virginia.edu/uploads/resourceLibrary/nagc_choice_menus.pdf

Practical

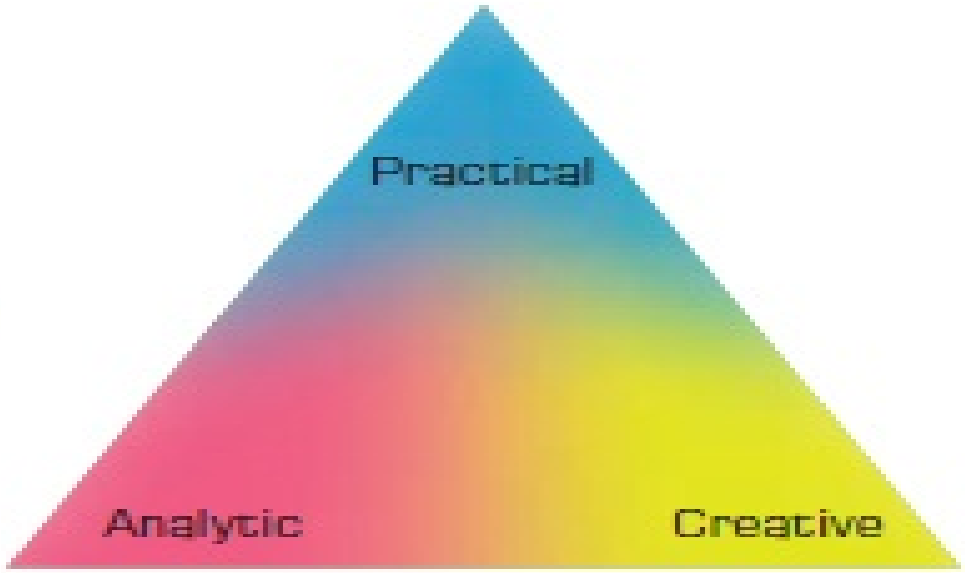
Taking action, doing something, applying intelligence to a real situation or everyday context (application of knowledge to practical tasks, using tools, practical activity)

Analytic

The cognitive processes that are necessary for intelligent behaviour (analysis, comparison, evaluation, planning, problem-solving, strategy)

Creative

Dealing with new tasks, demands and situations (inventing, designing)



Source: adapted from Sternberg (2005)

FIG 17.11» Sternberg's triarchic model of intelligence

Feudal Pyramid RAFT

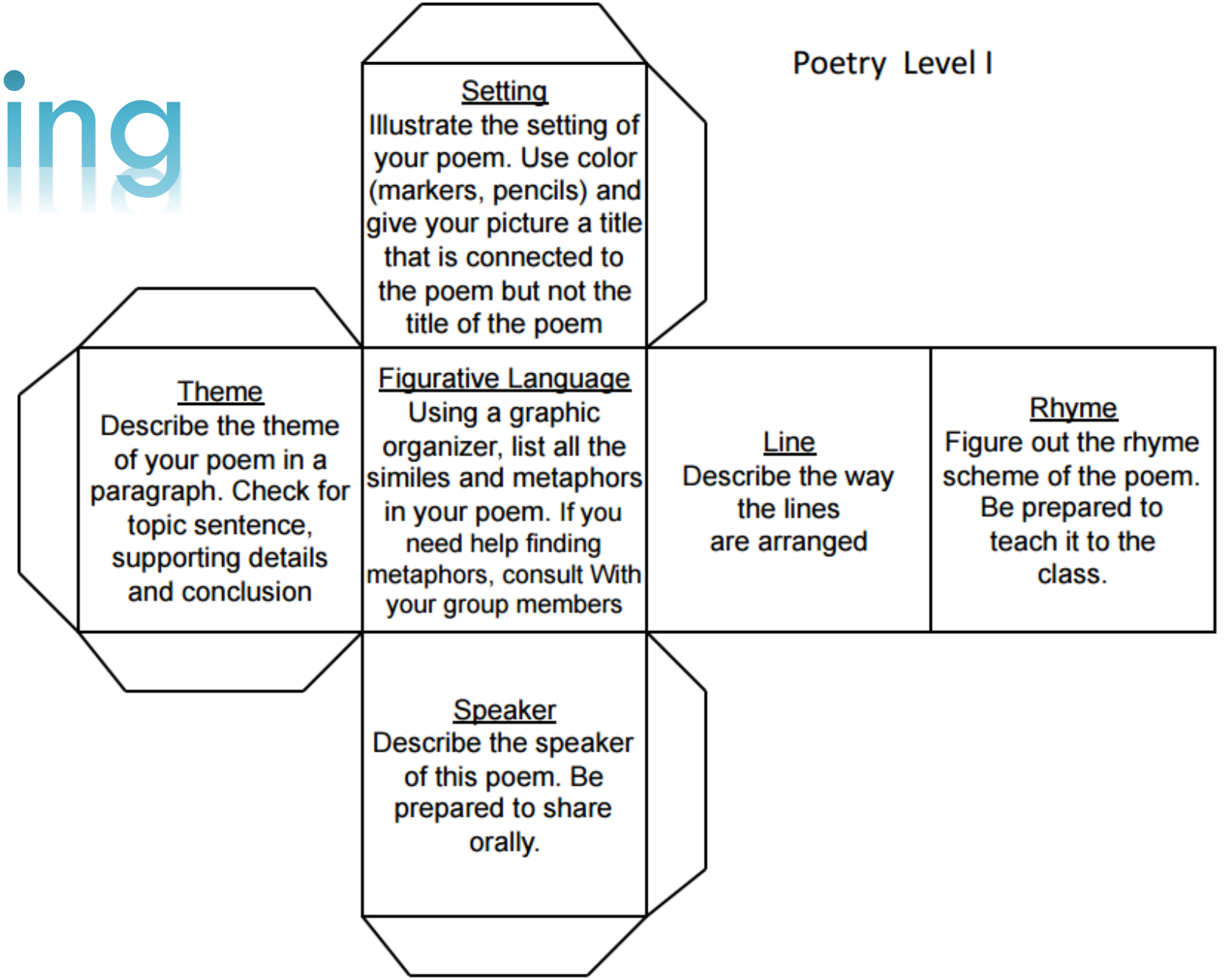
Role	Audience	Format	Topic
King	The Subjects	Proclamation	Read My Lips, New Taxes
Knight	Squire	Job Description	Chivalry, Is it for you?
Lord	King	Contract	Let's Make a Deal
Serf	Animals	Lament Poem	My So Called Life
Monk	Masses	Illuminated Manuscript	Do As I Say, Not as I Do
Lady	Pages	Song	ABC, 123

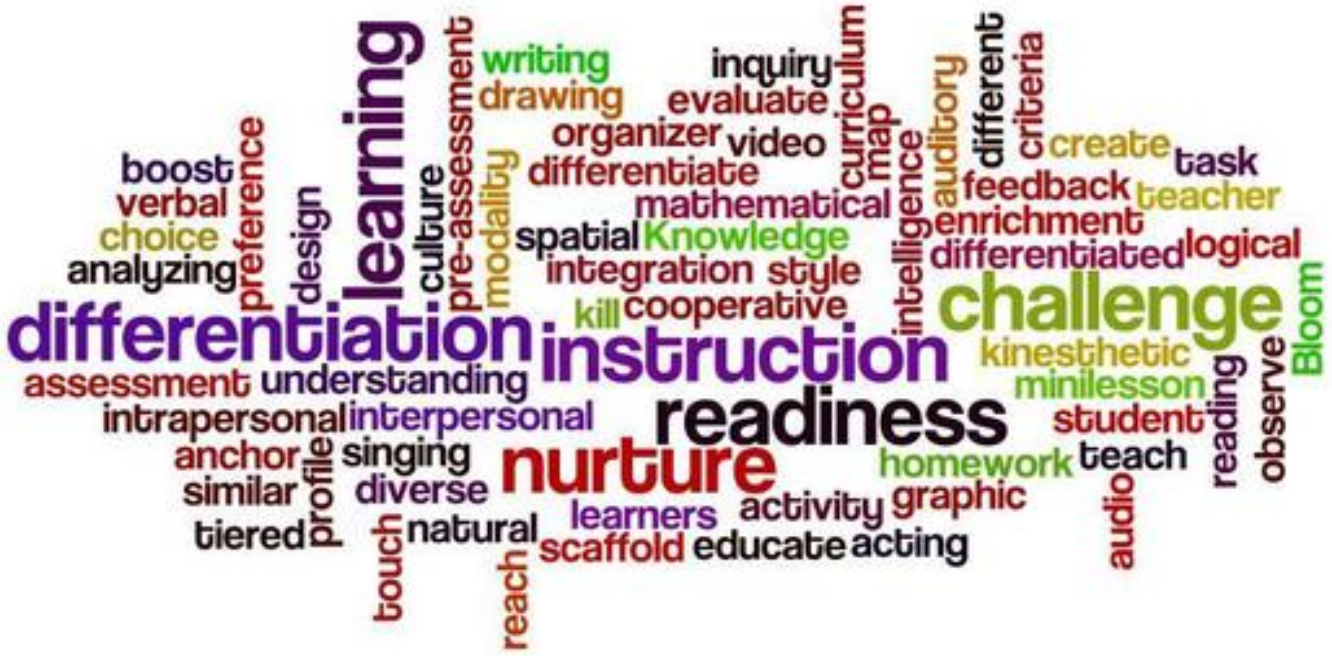
Following the RAFT activity, students will share their research and perspectives in mixed role groups of approximately five. Groups will have a "discussion agenda" to guide their conversation.

Kathryn Scaman

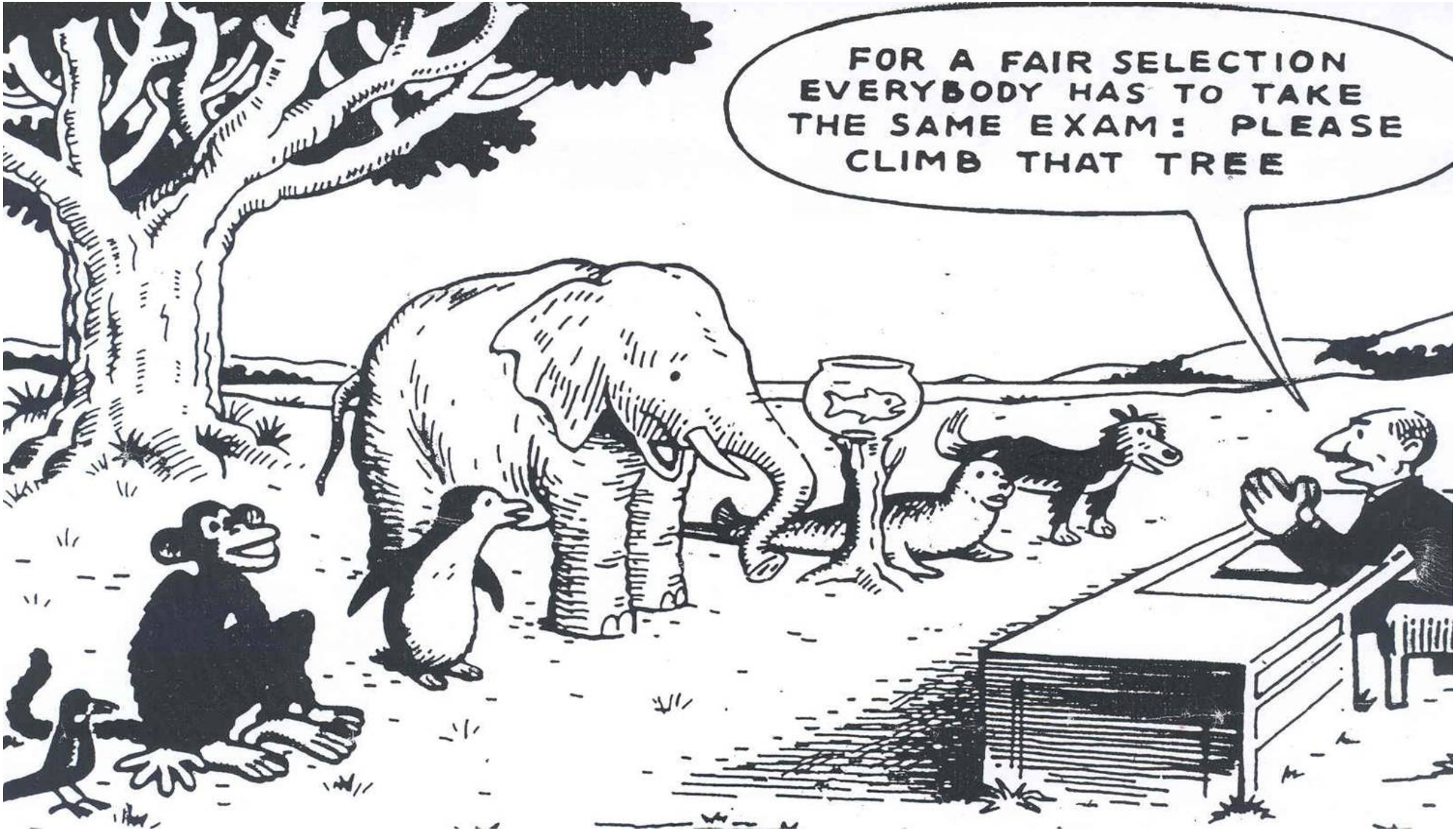
Cubing

Poetry Level I





http://www.diffcentral.com/index.html


FOR A FAIR SELECTION EVERYBODY HAS TO TAKE THE SAME EXAM: PLEASE CLIMB THAT TREE