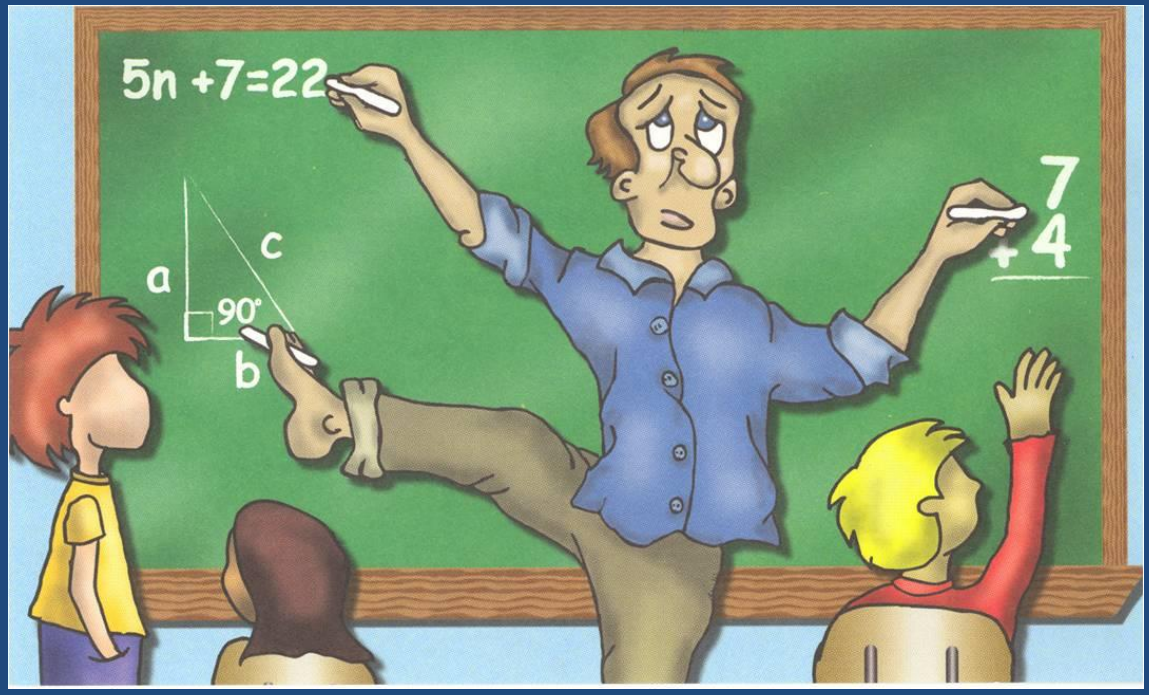
DIFFERENTIATED INSTRUCTION



DIFFERENTIATED INSTRUCTION

Discussion Question:

What is
differentiated instruction?

DIFFERENTIATED INSTRUCTION

"Differentiated instruction is a teaching philosophy based on the premise that teachers should adapt instruction to student differences. Rather than marching students through the curriculum lockstep, teachers should modify their instruction to meet students' varying readiness levels, learning preferences, and interests. Therefore, the teacher proactively plans a variety of ways to 'get at' and express learning."

Carol Ann Tomlinson

GUIDING PRINCIPLES

ASCD Video

Carol Ann Tomlinson: How Differentiation Relates to the Common Core

DIFFERENTIATED INSTRUCTION

IS:

- ❑ More qualitative than quantitative
- ❑ Organized
- ❑ Use of multiple approaches to content, process and product
- ❑ Student centered
- ❑ A blend of whole class, group, and individual instruction

IS NOT:

- ❑ Individual Instruction
- ❑ Just modifying the grading systems and reducing work loads
- ❑ More work for the “good” students and less and different work for the “poor” students
- ❑ A replacement of quality curriculum

DIFFERENTIATED INSTRUCTION

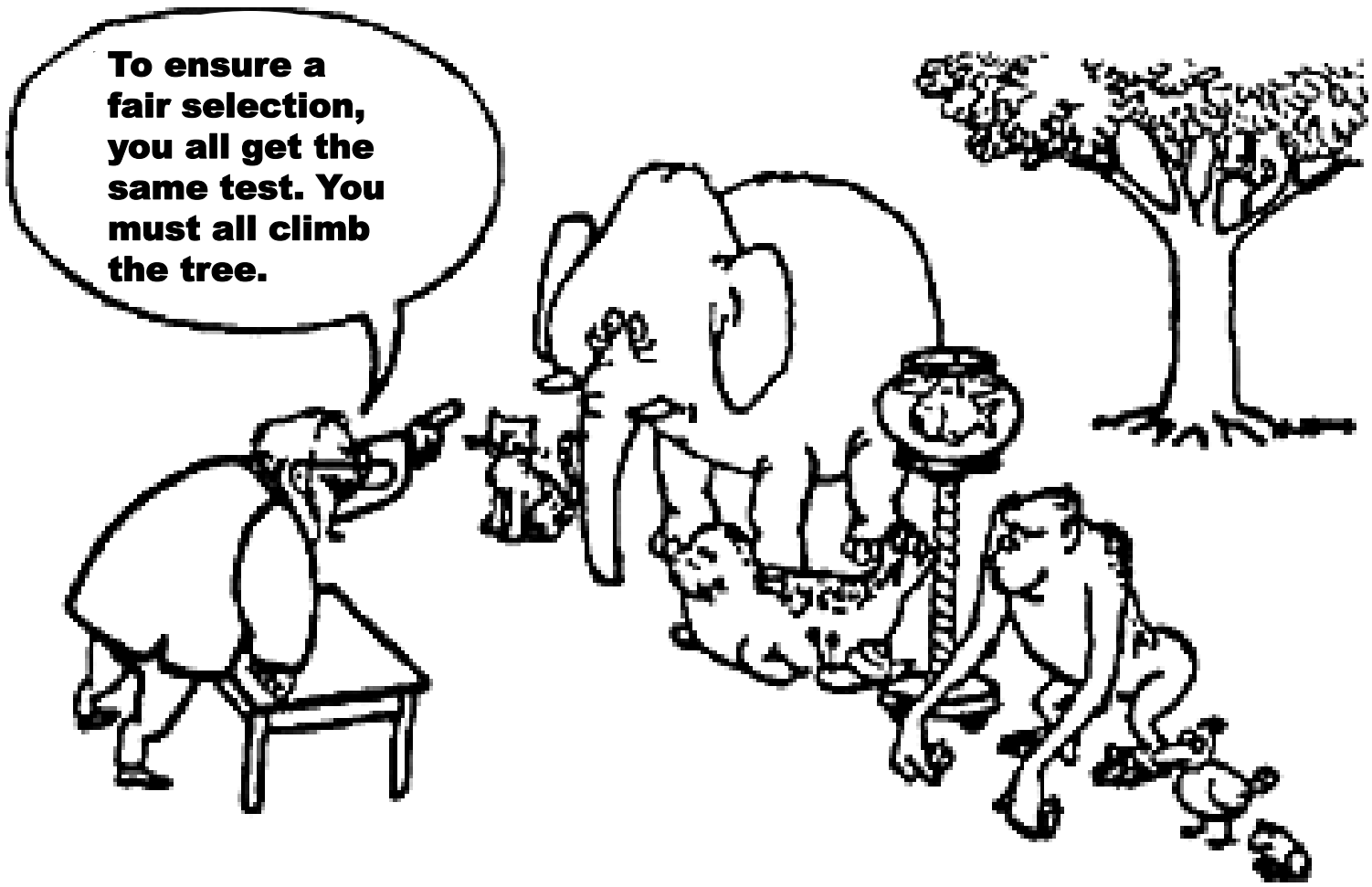
Why
differentiate instruction?

NYSUT's Teacher Practice Rubric * 2012 Edition * *Aligned with the New York State Teaching Standards*

Element III.4: Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement.

NYSED Indicators: *Use an understanding of students' diverse backgrounds to individualize interactions and differentiate instruction. Incorporate instructional approaches and technologies to provide students with opportunities to demonstrate mastery of learning outcomes. Incorporate into instruction motivating and meaningful opportunities in learning experiences.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Differentiates instruction*	Teacher uses instructional strategies that are not appropriate to students or to instructional purposes, and do not motivate or cognitively challenge students. There is no attention to 21st Century skills.	Teacher uses only some differentiated instructional strategies that are appropriate to students or to the instructional outcomes. Some strategies motivate and represent a moderate cognitive challenge. There is occasional attention to 21st Century skills.	Teacher uses differentiated instructional strategies that are appropriate to groups of students and to the instructional outcomes. Strategies motivate and represent significant cognitive challenge and promote 21st Century Skills.	Teacher uses differentiated instructional strategies that motivate and engage each student in high-level cognitive activities that reflect instructional outcomes, 21st Century Skills, and are appropriate, for individual and diverse learners.


To ensure a fair selection, you all get the same test. You must all climb the tree.

WHY DIFFERENTIATE?

- One size does not fit all
- Students learn at different rates
- Students bring different background knowledge to all units of study
- Differentiation provides all students with access to all curriculum

Research on "Mis-tracked" Kids

- Average achievers (C+ students), misplaced into the course for the low achievers, their chance of completing the college-preparatory courses was 2%.
- If they were placed in a course designed for average achievers, their chance of completion rose to 23%.
- If they had been misplaced into the high-track course, their chance of completing rose dramatically- to 91%.

DIFFERENTIATED INSTRUCTION

Guiding Principles for Differentiation

GUIDING PRINCIPLES

- The teacher is **clear about what matters** in subject matter
- The teacher understands, appreciates, and builds upon student differences
- Assessment and instruction are inseparable
- The teacher adjusts instruction in response to student readiness, interests, and learning style
- Goals of the differentiated classroom are maximum growth and individual success
- Flexibility is the hallmark of a differentiated classroom

GUIDING PRINCIPLES

Teachers in a differentiated classroom:

- Ensure Readiness level matches level of cognitive complexity
- Expect all students to grow
- Provide appropriate levels of difficulty
- Create tasks that are interesting, important, and engaging for all students

GUIDING PRINCIPLES

FLEXIBLE GROUPING

Students are part of many different groups and have opportunities to work alone, based on matching the task to student readiness, interest, and/or learning style.

GUIDING PRINCIPLES

Assessment

- ❑ Evaluate understanding of key concepts
- ❑ Drives instruction
- ❑ Occurs consistently before, during, and at the end of unit (pre-assessment, formative, and summative)
- ❑ Is on-going and individualized

ASSESSING READINESS LEVELS

FORMAL

- ❑ Written Pre-test
- ❑ Quiz
- ❑ Written Paragraph
- ❑ Post-test

INFORMAL

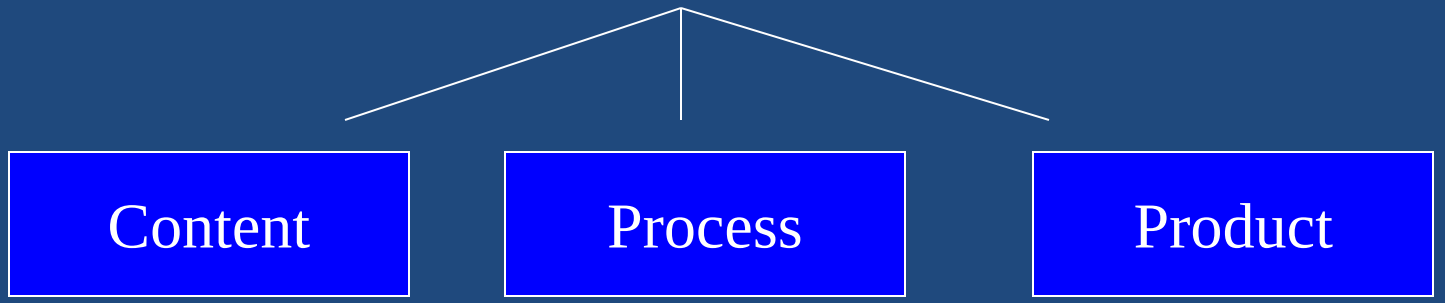
- ❑ Entrance/Exit tickets
- ❑ Bell work/ journaling
- ❑ Quick write
- ❑ Think pair share
- ❑ Class discussions

DIFFERENTIATED INSTRUCTION

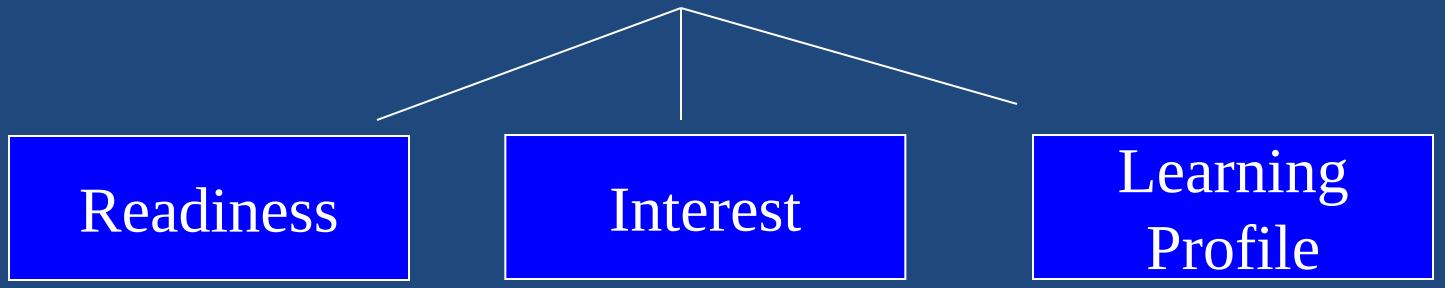
Discussion Question:

- How do you get to know your students as learners?
- How do you use this information to guide planning and instruction?

Teachers Can Differentiate



According to Students'



Adapted from *The Differentiated Classroom: Responding to the Needs of All Learners* (Tomlinson, 1999)

DIFFERENTIATING BY CONTENT

Content: What you want a student to learn and the materials and mechanisms through which that is accomplished.

Strategies to differentiate by CONTENT:

- ❑ Compacting Curriculum
- ❑ Learning Contracts
- ❑ Tiered Lessons
- ❑ Leveled Texts

DIFFERENTIATING BY PROCESS

Process: Activities designed to ensure that students use key skills to make sense of essential ideas.

Strategies to differentiate by PROCESS:

- ❑ Flexible Grouping
- ❑ Choice Boards
- ❑ Think-Pair-Share
- ❑ Learning Contracts
- ❑ Graphic Organizers

DIFFERENTIATING BY PRODUCT

Product: Vehicles through which students demonstrate and extend what they have learned.

Strategies to differentiate by PRODUCT:

- ❑ Choices based on readiness, interest, and learning profile
- ❑ Tiered assignments
- ❑ Rubrics

DIFFERENTIATING BY READINESS

GOALS:

- Equal the playing field
- Add or remove scaffolding
- Vary the difficulty levels of text and materials
- Adjust the task
- Vary amount of direct instruction

DIFFERENTIATING BY INTEREST

- ❑ Create interest within a lesson
  - ✓ Give choice within content
  - ✓ Give choice for the final product
- ❑ Use general interests
- ❑ Incorporate interests outside of school
- ❑ Hook student interest through relevance

DIFFERENTIATING BY LEARNER PROFILE

Determine students' preferences for:

- ❑ Learning Style
- ❑ Intelligence Type
- ❑ Learning Environment
- ❑ Gender/Culture

TIERED ACTIVITIES

Tiered Activities:

Designed to provide different levels of complexity, abstractness, and open-endedness. The curricular content and objective(s) are the same, but the process and/or product are varied according to the student's level of readiness.

TIERING A LESSON

What is the range of learning needs?	What should students know, understand, be able to do?	What is the starting point of the lesson? How will you hook the students?
What is the first version of the activity?	What is the second activity?	What is the third activity?

TIERED ACTIVITY

Writing a Persuasive Essay

	Beginning	Intermediate	Advanced
Outcome/ Objective	Students will determine a topic and will write a five-sentence paragraph with a main idea, three supporting sentences, and a concluding sentence.	Students will determine a topic, state a point of view, and write two paragraphs defending that point of view.	Students will determine a topic, state a point of view, and write an essay of at least five paragraphs that uses multiple sources to defend that point of view.
Instruction/ Activity	Students will receive a model of a five-sentence paragraph and explicit instruction in constructing the paragraph. As a prewriting activity, students will list their topic and develop a list of at least three things that support their topic.	Students will receive a model of a persuasive essay and a graphic organizer that explains the construction of a persuasive essay. Students will also receive explicit instruction in writing a persuasive essay. As a prewriting activity, students will use the graphic organizer to plan their writing.	Students 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.
Assessment	Students 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.	Students 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.	Students 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.

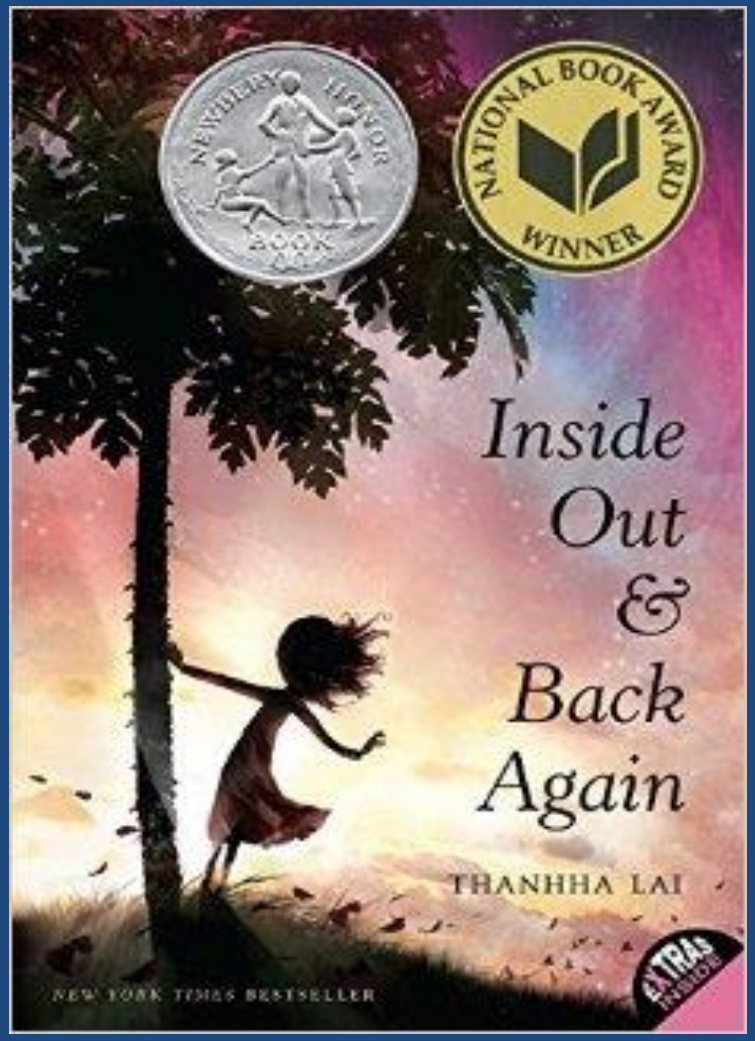
Teacher Presentations

Expanding Opportunities in English Language Arts

- The ELA Alignment Committee

  Data, via assessment, is a critical component (STAR Renaissance and Running Records)

Modular Texts



Lexile Level: *800*

CC Lexile Band: *925-1185*

Text Set Framework

Enduring Understandings

Critical incidents reveal a character's dynamic nature.

Characters change over time in response to challenges.

Authors select a genre of writing to fully engage the reader.

Essential Questions

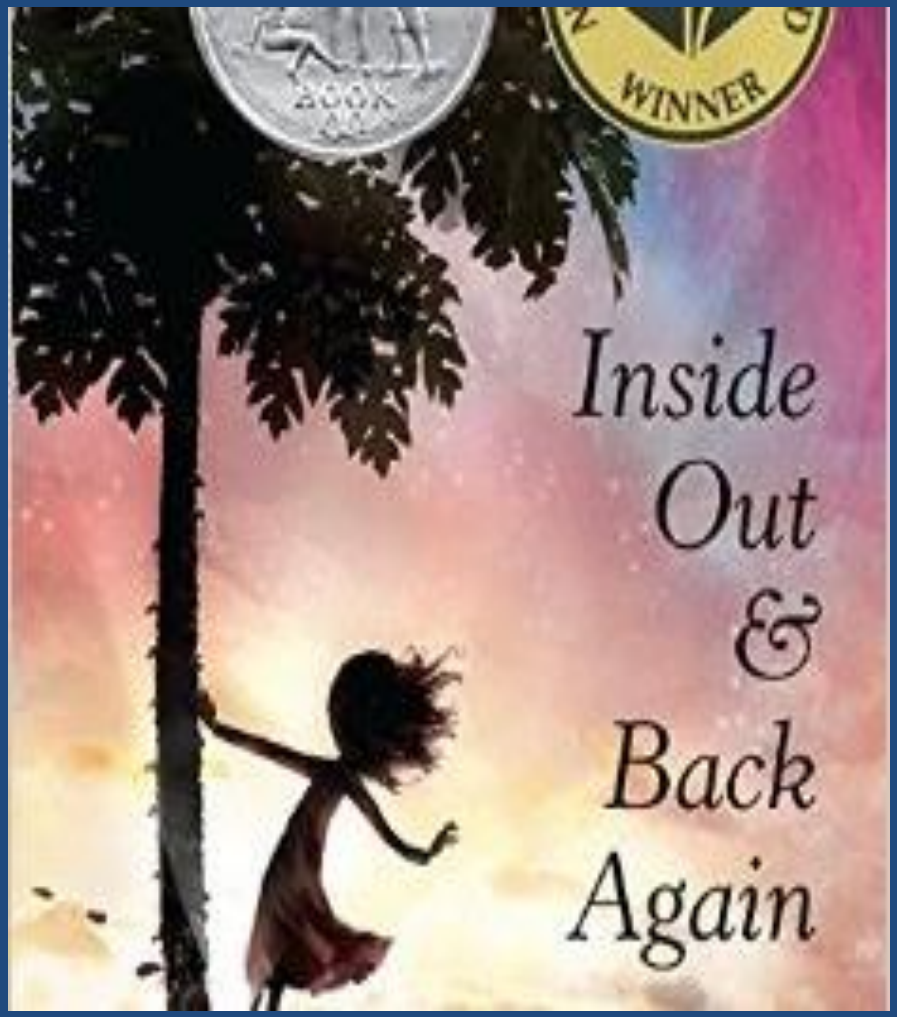
How do critical incidents reveal character?

Does home define us or do we define our home?

How can we tell powerful stories about people's experiences?

Text Sets

Anchor Text



Supplemental Texts

- *Tempest-Tost: Race, Immigration, and the Dilemmas of Diversity* (1440 Lexile: G.E. 12+)
- *The Vietnamese Americans* (1390 Lexile: G.E. 10)
- *10,000 Days of Thunder* (1210 Lexile: G.E. 9)
- *Dear America* (1010 Lexile: G.E. 7-8)
- Escape from Saigon: (930 Lexile: G.E. 7)
- *A Million Shades of Gray* (700 Lexile: G.E. 5-6)
- *I Remember Vietnam* (500 Lexile: G.E. 3-4)

Assessment Pathway

Written Assessment:

- Students compose a response to one of the three essential questions for the unit.

Project-Based Activity

- Students engage in a Socratic Seminar. Students argue their perspective through the lens of the anchor text and their supplemental novel.
- Students actively participate in the learning process using Google Classroom.

Instructional Calendar

Week 1 **Skill:** Language Study	**Monday** Skill Introduction and student application	**Tuesday** Student application	**Wednesday** Independent Reading / Conferences	**Thursday** Guided practice with ancillary text or anchor text	**Friday** Lit. Circle 1
Week 2 **Skill:** Analyze what the author is trying to achieve	**Monday** Skill Introduction and student application	**Tuesday** Student application	**Wednesday** Independent Reading / Conferences	**Thursday** Guided practice with ancillary text or anchor text	**Friday** Lit. Circle 2 Rhetorical Triangle
Week 3 **Skill:** Thematic Analysis	**Monday** Skill Introduction and student application	**Tuesday** Student application	**Wednesday** Independent Reading / Conferences	**Thursday** Guided practice with ancillary text or anchor text	**Friday** Lit. Circle 3
Week 4 **Skill:** Symbolic Analysis	**Monday** Skill Introduction and student application	**Tuesday** Student application	**Wednesday** Independent Reading / Conferences	**Thursday** Guided practice with ancillary text or anchor text	**Friday** Lit. Circle 4
Week 5 **Skill:** Author's Purpose	**Monday** Skill Introduction and student application	**Tuesday** Student application	**Wednesday** Independent Reading / Conferences	**Thursday** Guided practice with ancillary text or anchor text	**Friday** Lit. Circle 5
Week 6 **Skill:** Analyze how societal events influence literature	**Monday** Skill Introduction and student application	**Tuesday** Student application	**Wednesday** Independent Reading / Conferences	**Thursday** Guided practice with ancillary text or anchor text	**Friday** Lit. Circle 6

Literacy Educators / Researchers /Authors

-Donalyn Miller articulates the importance of teaching readers instead of teaching books (*The Book Whisperer*).

-Richard Allington explains, “In fact, research shows that reading at 98 percent or higher accuracy is essential for reading acceleration. Anything less slows the rate of improvement, and anything below 90 percent accuracy doesn't improve reading ability at all (Allington, 2012; Ehri, Dreyer, Flugman, & Gross, 2007).”

-In the article “Read & Write Beside Them” Penny Kittle states, “*All* students must be able to understand big ideas, themes, and key theories that define the content. Recognize patterns and connections within the content.”

Support

- AIS
- Collegial conversations
- STAR / Diagnostic Reports
- Formative assessments
- Nook?

Key Elements

- Engaging texts
- Contemporary literature
- Student involvement
- Collaboration / Reflection
- Support
- Resources
- Communication with students and parents