

Differentiating Instruction

Fair Is Not Always Equal

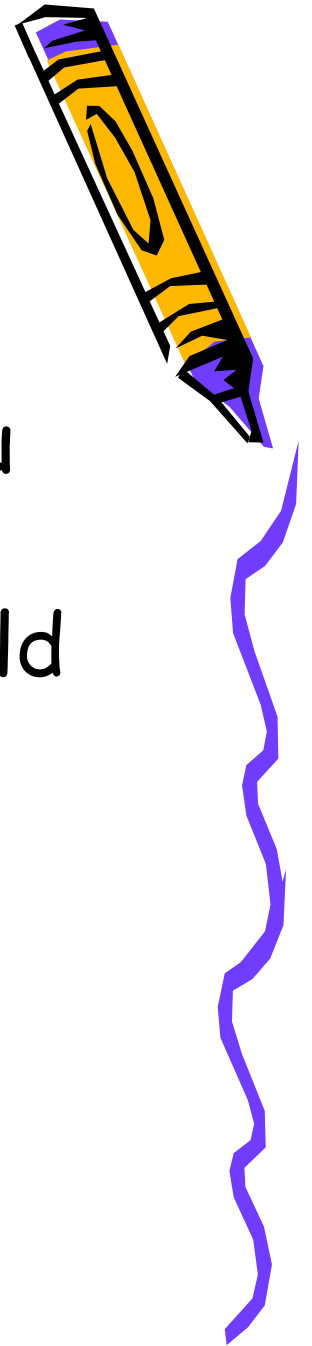
Pre-Service
August 2007



Education for a Lifetime

Getting to Know You

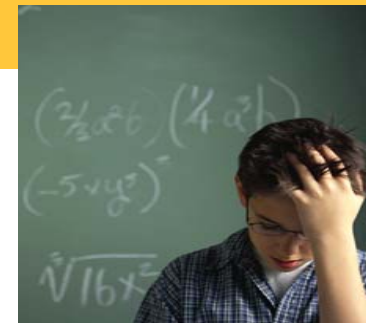
- Briefly tell us your name, where you will be teaching in the fall, and anything else you think we all should know about you.



What is Differentiation? A Pre-Assessment...



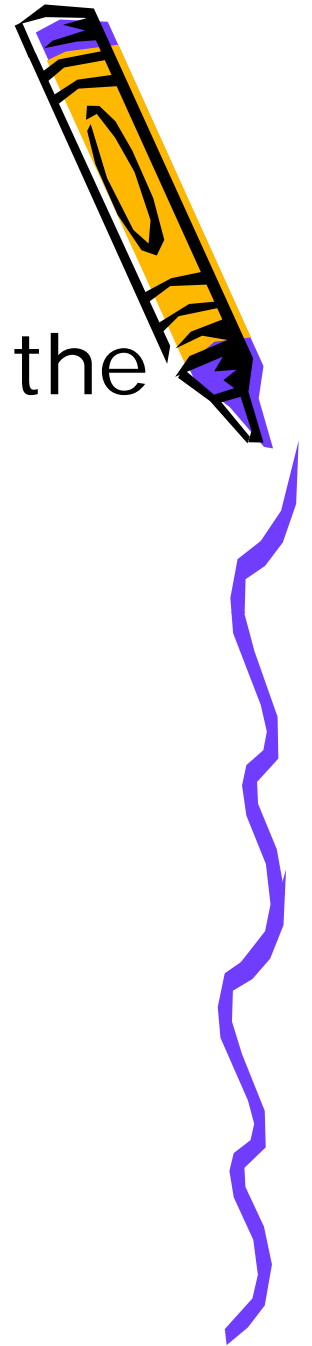
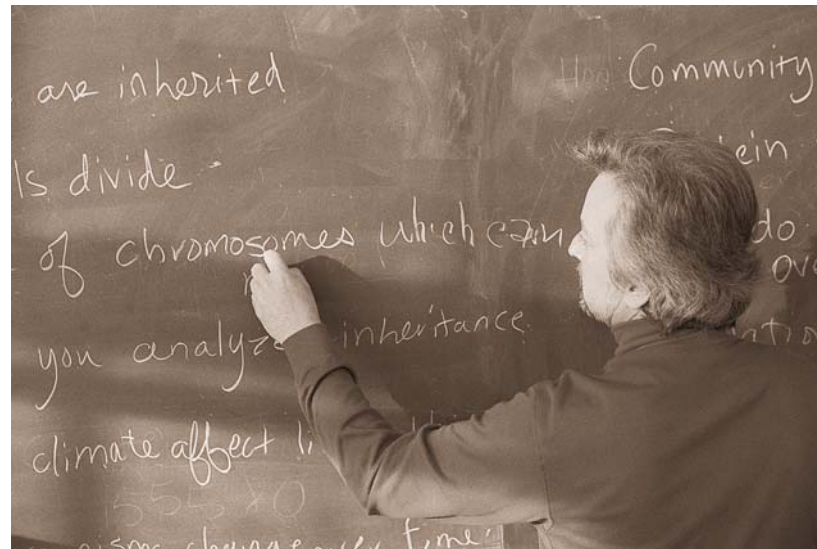
Two students sit in the back of a classroom. One is near-sighted and cannot see anything that is more than a few feet away. He wears thick glasses to see long distances. The teacher asks both to read, record, and learn the information written in small print on the front board, on the opposite side of the room. In order to be equal, however, the teacher removes the near-sighted child's glasses and asks both to get started. The child needing the glasses squints, but can't read anything on the board.



Pre-Assessment

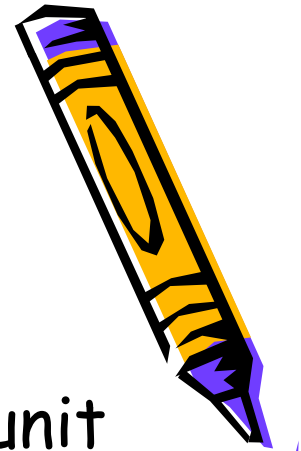
1. Did the teacher make it easier for the near-sighted student?

Yes? No?



What is Differentiation?

Pre-Assessment Part II

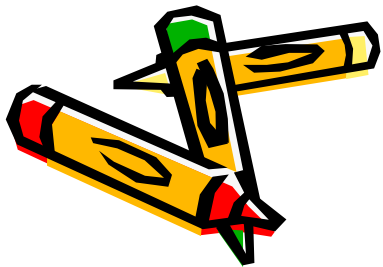


2. You have finished a brilliantly presented unit and tested your students. $\frac{1}{2}$ the students fail. What is your reaction:

a. Clearly, the children did not study

b. Something is flawed - it's probably not the students.

c. My standards are too high.



What is Differentiation?

Pre-assessment Part III



3. If I differentiate instruction, but other teachers in my school do not, I am disabling my students.
True False
4. Does differentiated instruction hinder performance on standardized tests?
Yes No
5. Differentiated instruction cannot be applied to real world situations; the real world is not differentiated.
True False
6. Differentiated instruction is individualized instruction.

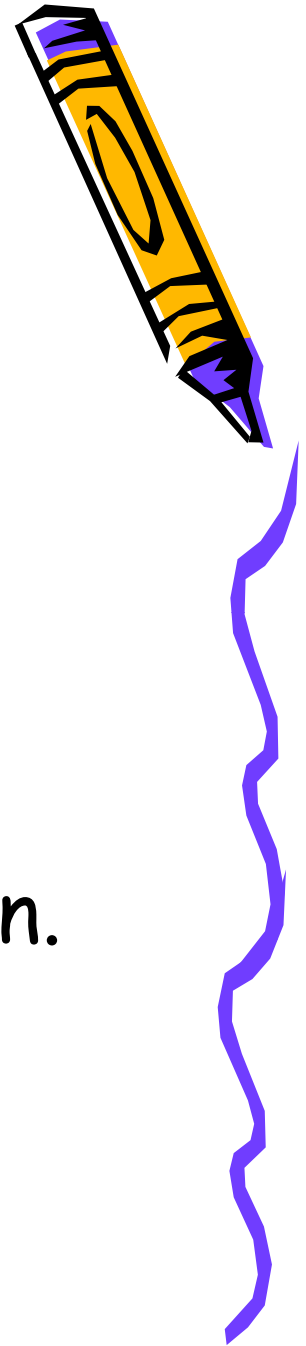


True False

What Differentiating Instruction is NOT...

1. It does not mean making learning easier for students.

2. It is not individualized instruction.



Rick Wormeli's definition:

- Doing what's fair for students. It's a collection of best practices strategically employed to maximize students' learning at every turn...giving them the tools to handle anything that comes their way.



Baseball Camp: A Metaphor for Differentiation



Our definition...

Providing for every
learner
what they need
to succeed.

Doing what is fair
for all students!



Best Practices for Differentiating Instruction

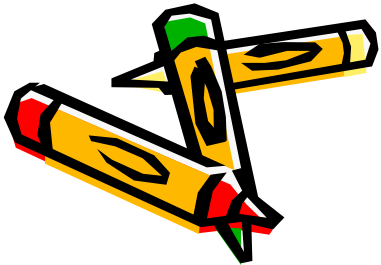


Step 1: Know Your Students

- Interest surveys
- Look at previous performance
- Talk to students
- Observe
- Listen



Talking is learning; listening is teaching.



Name

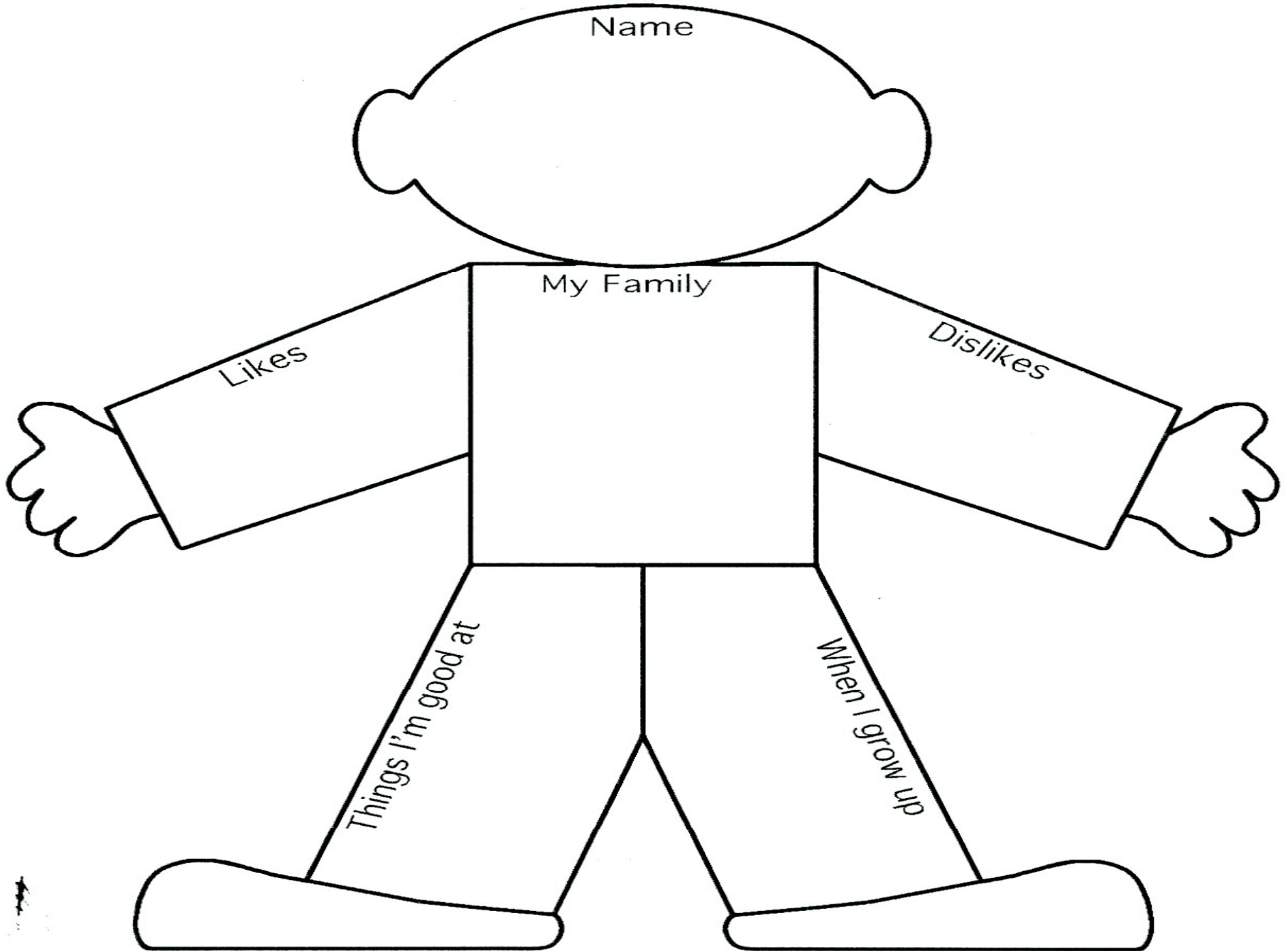
My Family

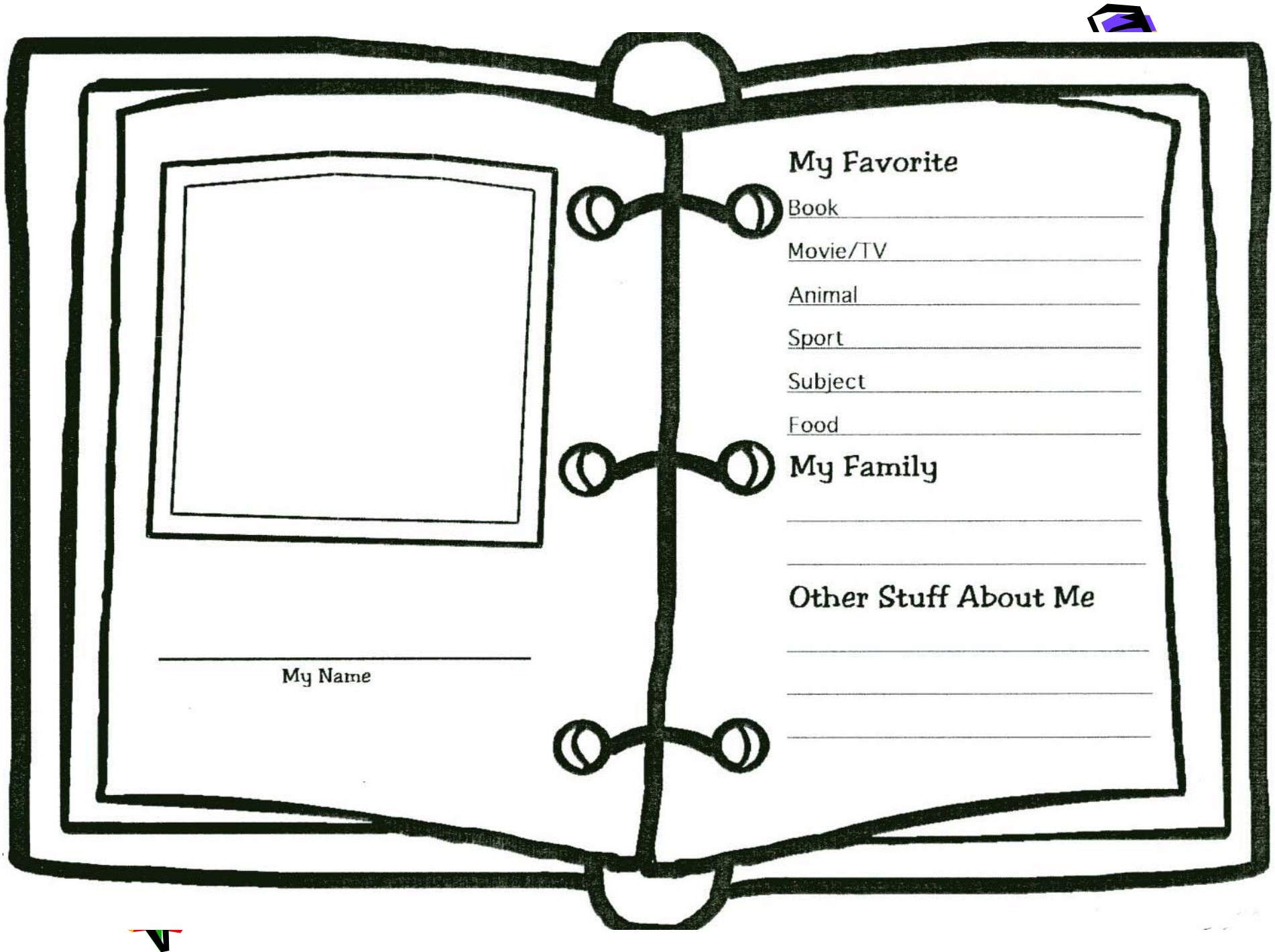
Likes

Dislikes

Things I'm good at

When I grow up





My Favorite

Book _____

Movie/TV _____

Animal _____

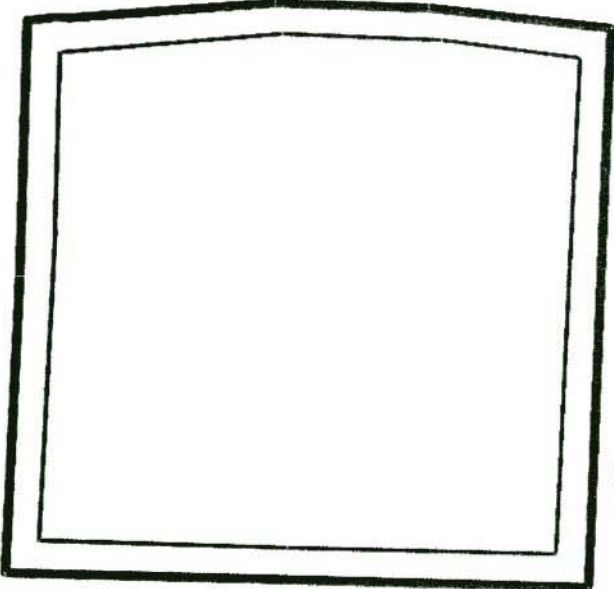
Sport _____

Subject _____

Food _____

My Family

Other Stuff About Me



My Name

Interest Inventory for Grades 1-6



1. What do you like to do in your free time?
2. What do you usually do after school? On weekends?
3. What are your favorite games?
4. Do you like making things? If so, what?
5. Do you have pets? If so, what?
6. Do you collect things? If so, what?
7. If you could have 3 wishes, what would they be?
8. Did you ever wish you were someone else? If so, who?
9. Are you afraid of some things? What?
10. About how many hours a day do you watch TV during the week? On weekends?
11. What TV programs do you like?
12. About how many hours a day do you listen to the radio? On weekends?
13. Do you like to go to the movies?
14. What movies have you liked?
15. Do you play with computers?



Reading

16. Do you like being read to? If so, what?
17. Do you like to read? If so, what kind of reading?
18. Do you like comic books? If so, which ones?
19. Do you like magazines? If so, which ones?
20. Are there books or stories you especially like? What are your favorites?
21. Do you have books of your own? If so, about how many?
22. Do you use the public library? If so, about how often?
23. Which of the following do you enjoy:
 - a. Reading
 - b. Being read to
 - c. Attending movies
 - d. Listening to the radio
 - e. Watching TV
 - f. Participating in sports
 - g. Playing computer games

Interest Inventory for Grades 7-12

1. What do you like to do in your free time?
2. What do you usually do after school? In the evenings? On weekends?
3. What are your favorite sports?
4. Do you like making things? If so, what?
5. Do you have pets? If so, what?
6. Do you have any hobbies? If so, what?
7. If you could have 1 wish, what would it be?
8. Did you ever wish you were someone else? If so, who?
9. Are you afraid of some things? What?
10. About how many hours a day do you watch TV during the week? On weekends?
11. What singers or musical groups do you like?
12. About how many hours a day do you listen to the radio? On weekends?
13. Do you like to go to the movies?
14. What movies have you liked?
15. Do you play with computers?



Reading

16. Do you like to read? What type of books do you like?
17. Do you enjoy hearing someone read or tell stories?
18. Do you like magazines? If so, which ones?
19. Do you like comic books? If so, which ones?
20. Are there books you especially like? If so, name them.
21. Do you read newspapers? If so, which parts?
22. Do you use the public library? If so, about how often?
23. What would you like to do after high school?
24. Do you like school?
25. What subject do you like most?
26. What subject do you like least?
27. In what subject do you get your best marks?
28. In what subject do you get your poor marks?
29. Would you like to travel?
30. Who do you most admire?

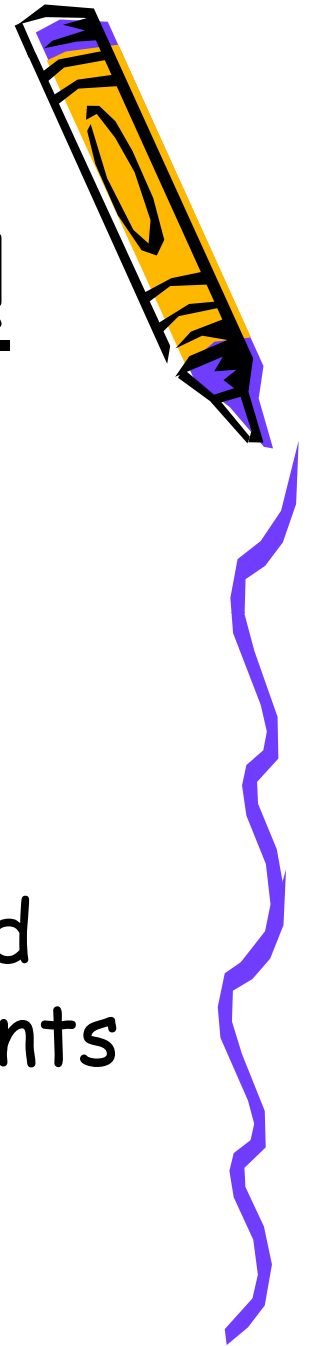


Step 2: Know the *Curriculum!*

Establish what is *essential* learning;

Teach the *Student Objectives*,

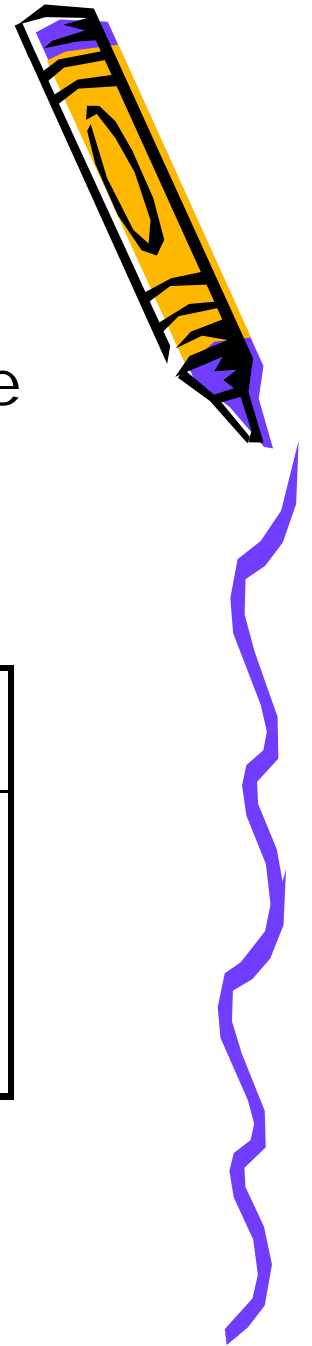
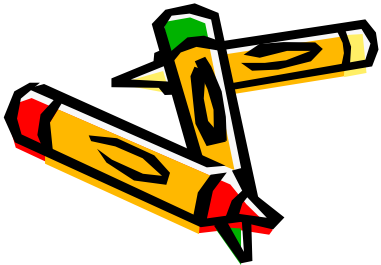
Communicate the objectives and
enabling outcomes to the students



Define success, mastery.

What might mastery of this objective look like in first grade, fifth grade, tenth grade?

Student Objective
Students will collect, organize, and describe data.



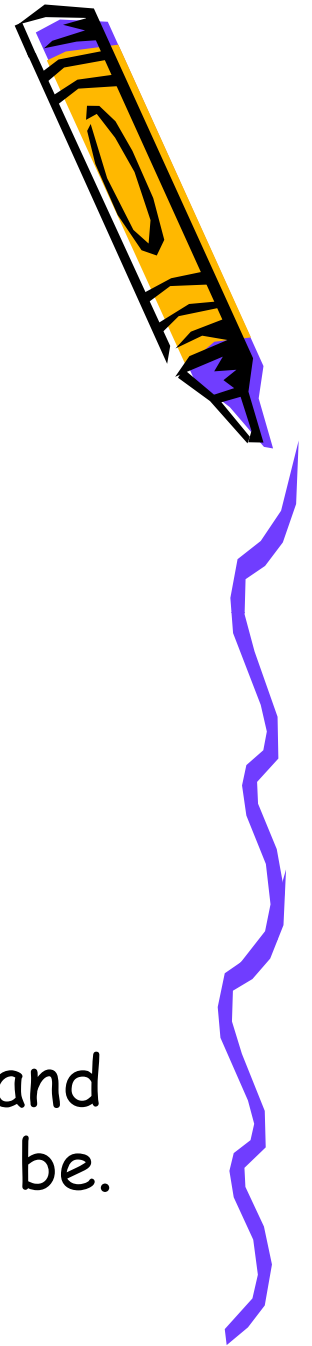


Step 3: PLAN!

Plan purposefully allowing for student
variance

1. Pre-assess - Whole group
 - Focus on essential knowledge
 - Not graded
 - For the teacher

Take your students from where they are and
bring them to where you want them to be.



Assess for Mastery

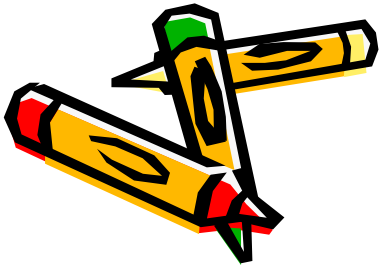
- **Formative Assessments:**

on-going; not always graded; assessments *for* learning

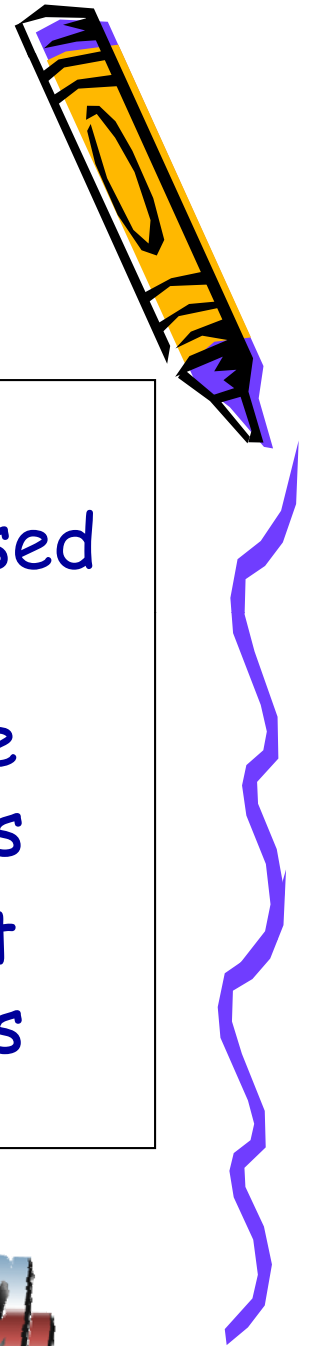
- **Summative Assessments:**

determination of mastery of objectives; assessments *of* learning; often criterion based

- Portfolios
- Student-Based Assessment
- Performance Assessments
- Independent Assessments



Assessment is not grading.



The Role of Formative and Summative Assessment

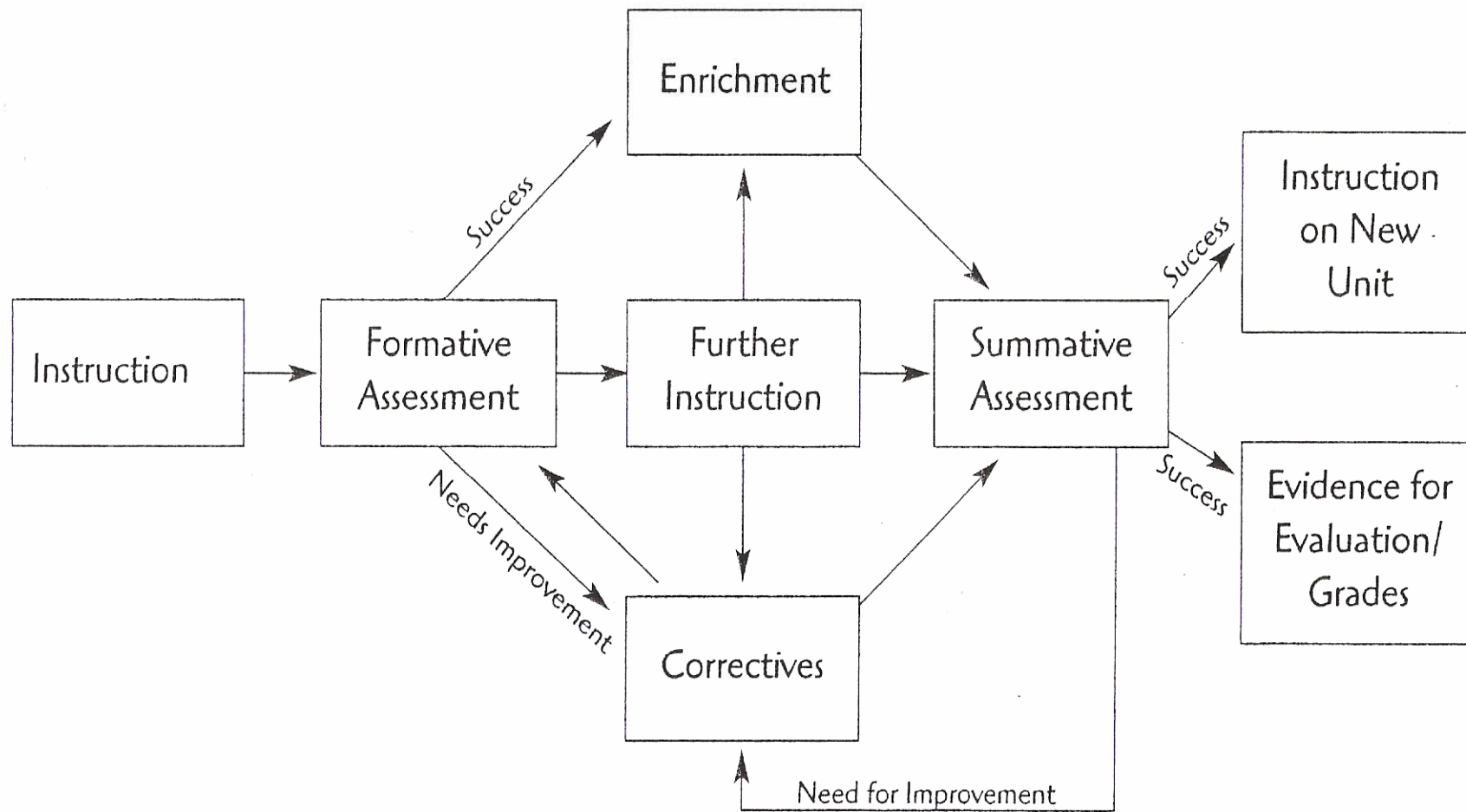
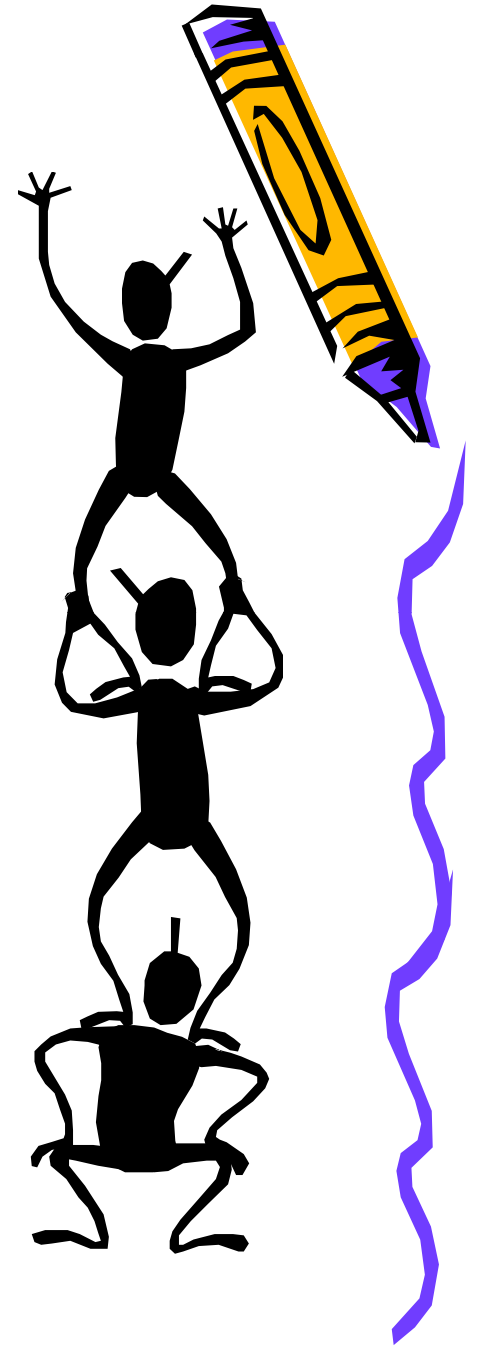
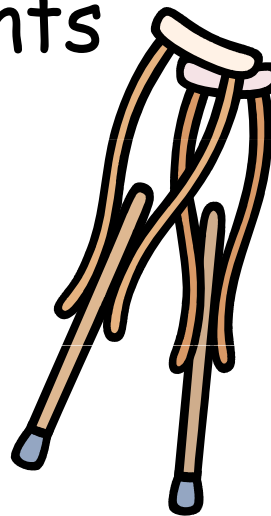
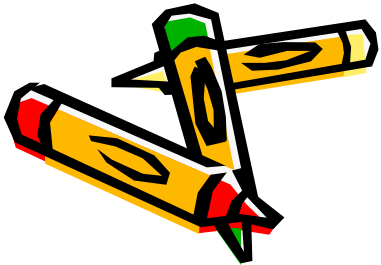


Figure 4.4

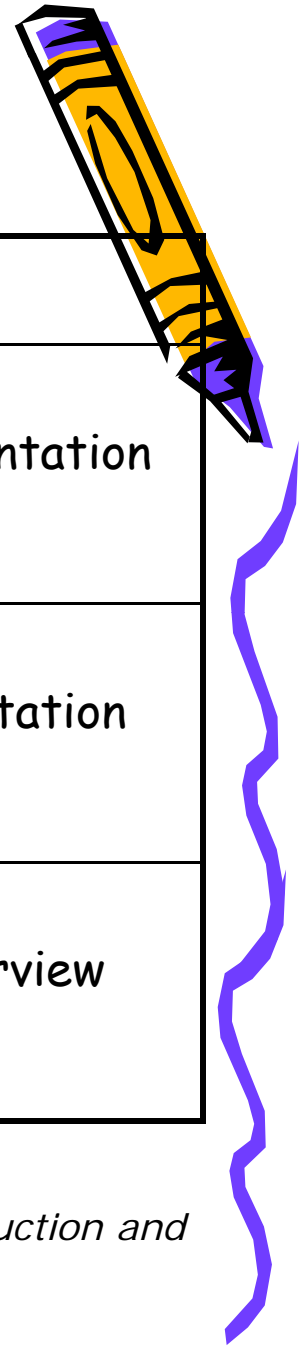
Adapted from Guskey, T. R. and J. M. Bailey. *Developing Grading and Reporting Systems for Student Learning*. p. 98, © 2001 by Sage Publications, Inc. Reprinted with permission of Corwin Press, Inc.

Plan for Differentiate Instruction Content/Process

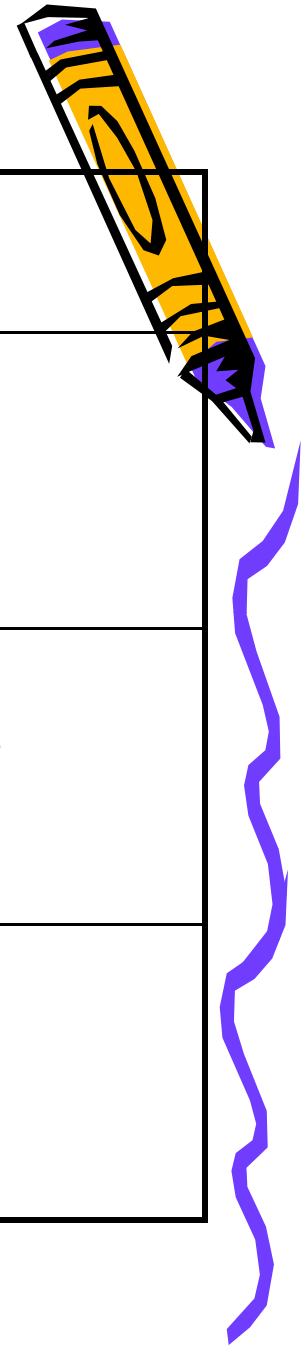
- Flexible grouping
- Rubrics
- Graphic organizers
- Tier assignments



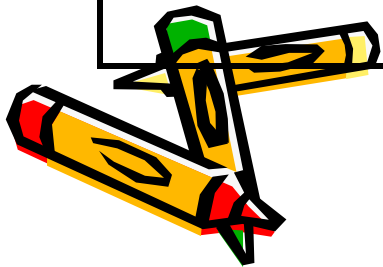
Written	Visual	Oral
Research Report	Poster	Lesson presentation
News article	Graphic Organizer	Oral Presentation
Information brochure	PowerPoint	Radio Interview



Tomlinson & McTighe
*Integrating Differentiated Instruction and
Understanding by Design p.74*

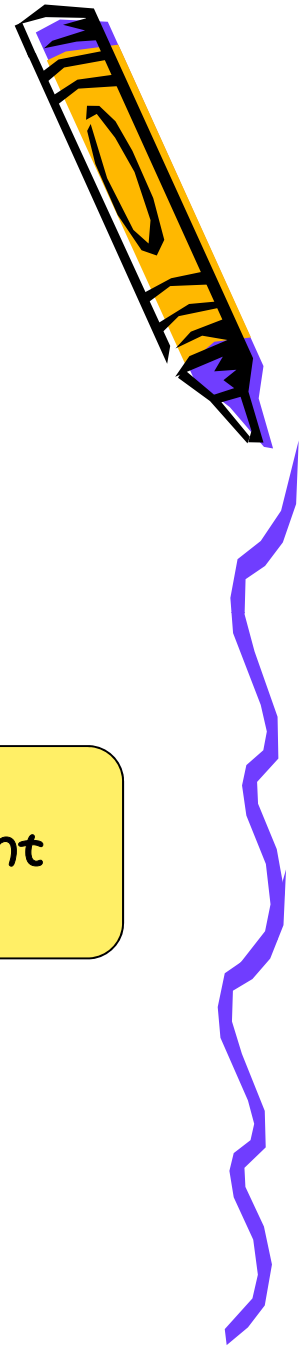
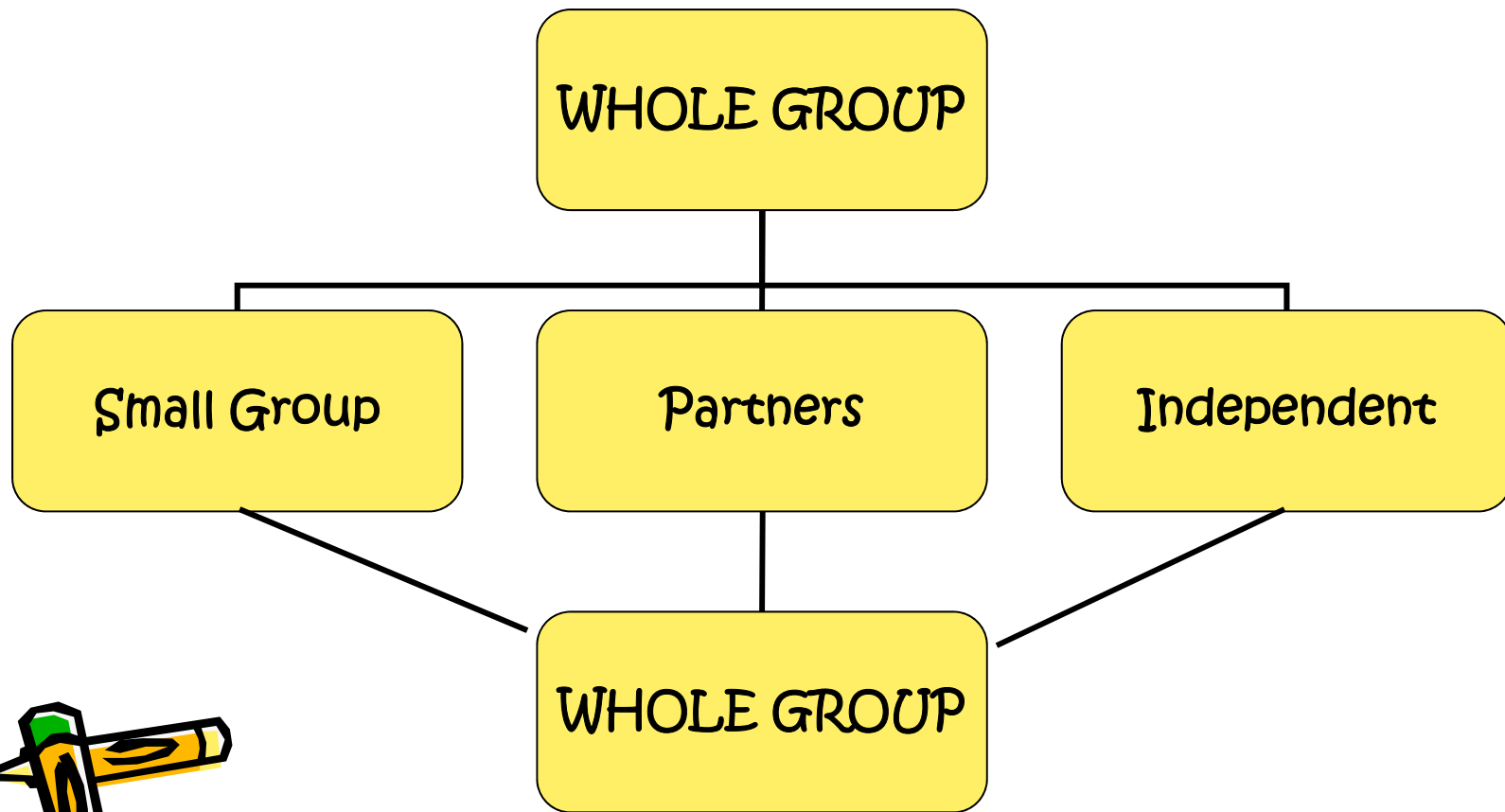


Written	Visual	Oral
Free	Poster	Speech
Persuasive Essay	FREE	Debate
Editorial	Campaign poster	FREE



Tomlinson & McTighe
*Integrating Differentiated Instruction and
Understanding by Design* p.74

Flexible Grouping Model



When to use flexible groups?

- As needed...
- At the exit points when students' learning needs vary significantly
- When students need more time and instruction or
- For basic application



Tier by **Complexity**



Address needs of students who are at introductory level and those ready for more abstract or advanced work.



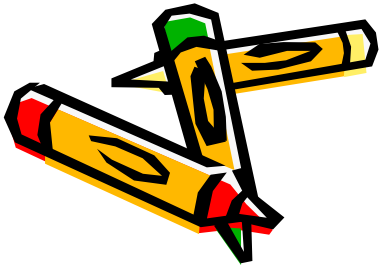
Tier by **Resources**



Choose materials at various reading Levels and complexity of content.

Explore various print options:

- Newspapers
- Magazines
- Newsletters
- Primary sources
- Diaries/journals



Tier by Outcome

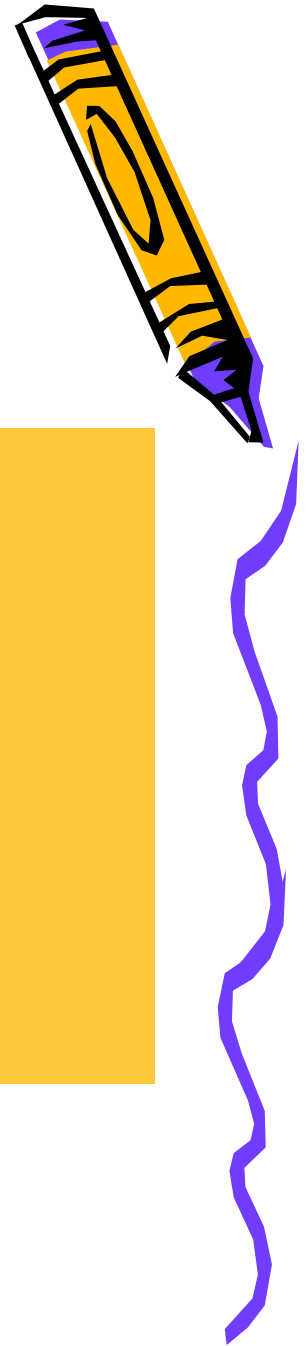


Use same materials but prepare differentiated outcomes. All students are building on the same understanding concept but producing different products to demonstrate understanding.



Tier by *Product*

Form groups based on learning preference using Gardner's intelligences...assignment differentiated based on product.



Comparing Classrooms

Traditional Classroom

Student differences masked/acted upon when problematic

Assessment happens at the end of learning – to see who “got it.”

One definition of excellence exists

Whole class instruction dominates

Mastery of facts and skills out-of-context are the focus of learning



Differentiated Classroom

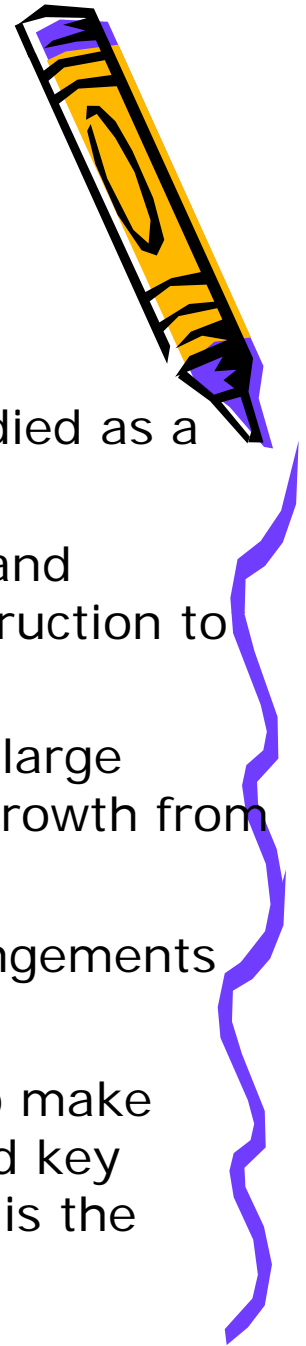
Student differences studied as a basis for planning

Assessment is ongoing and diagnostic to match instruction to student need

Excellence is defined in large measure by individual growth from a starting point

Many instructional arrangements are used

Use of essential skills to make sense of and understand key concepts and principles is the focus of learning



Comparing Classrooms

Traditional Classroom

Single option assignments are the norm

The teacher provides whole class standards for grading

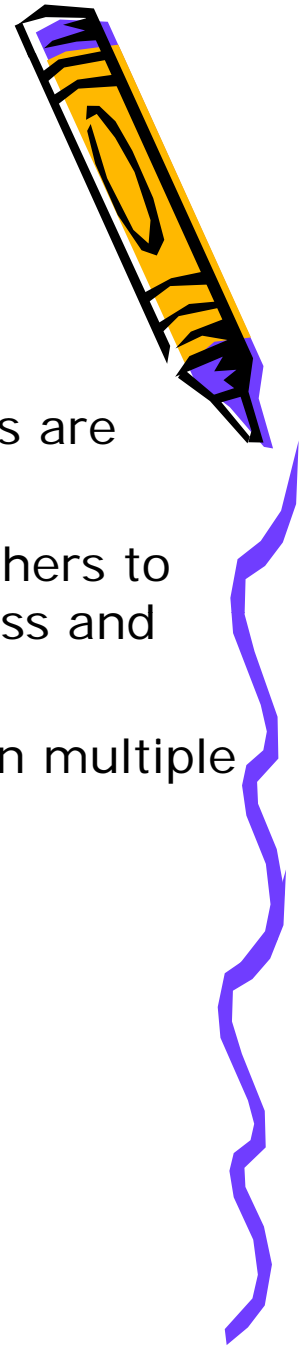
A single form of assessment is often used

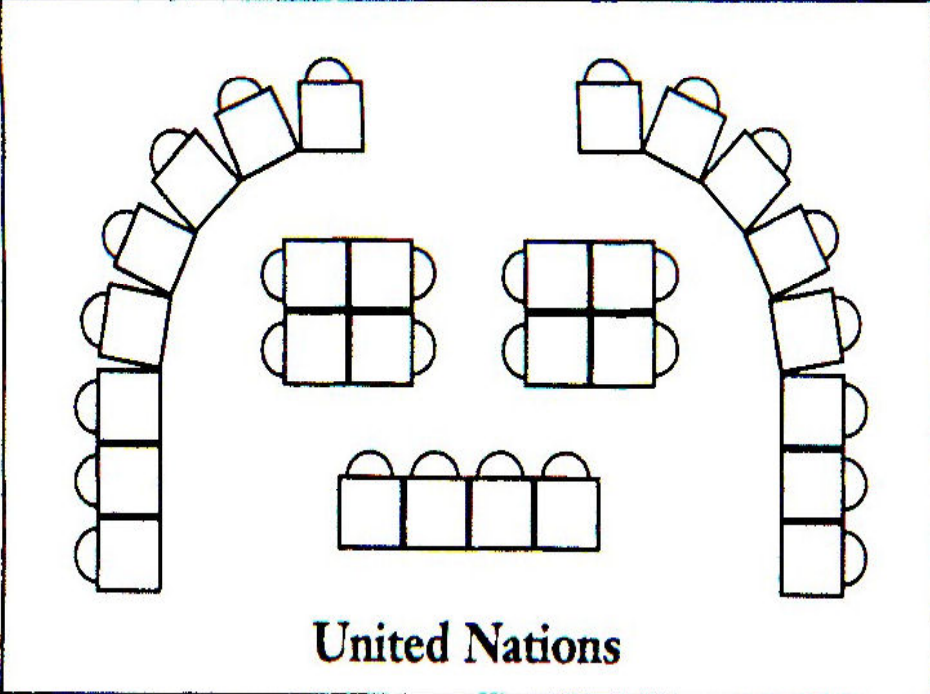
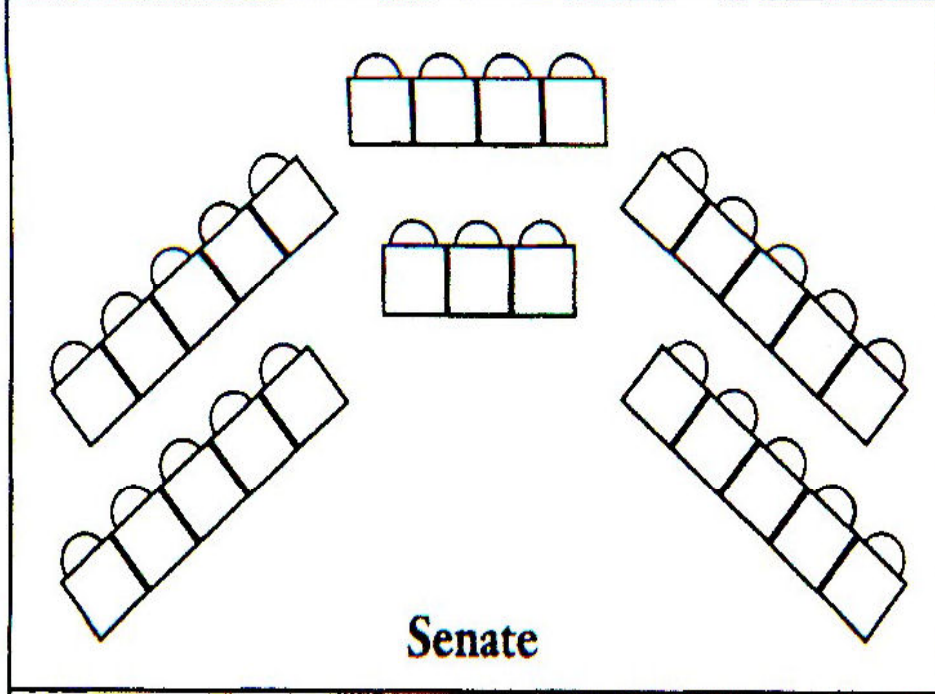
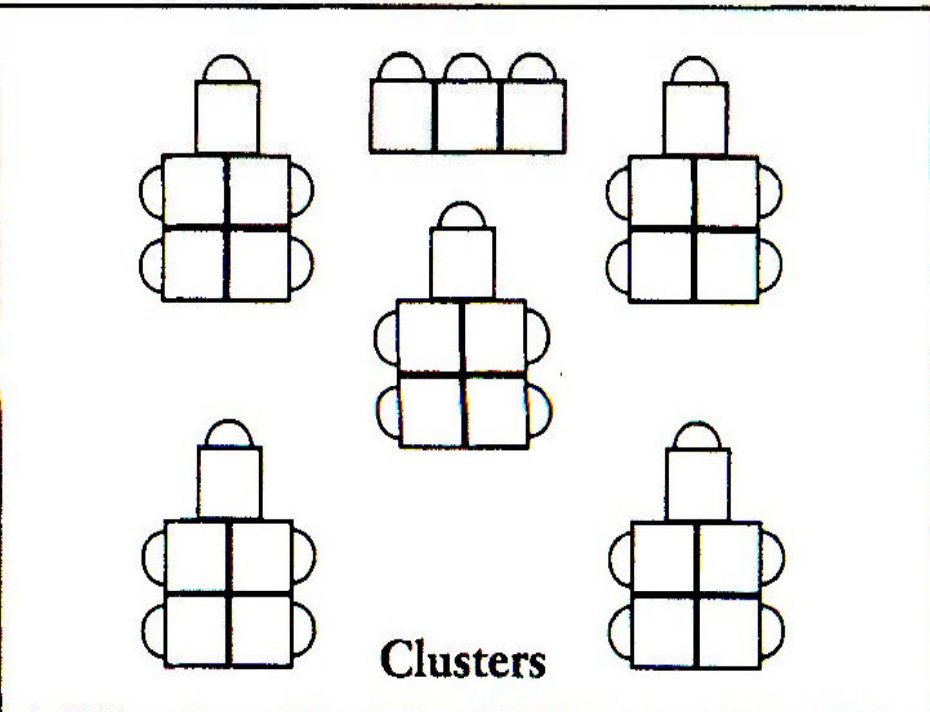
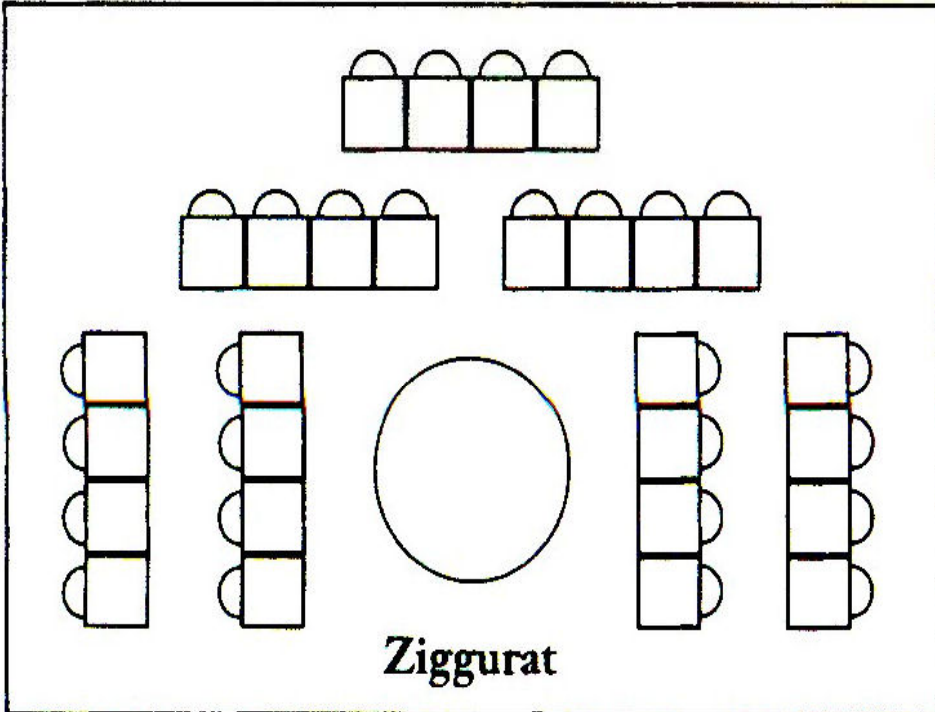
Differentiated Classroom

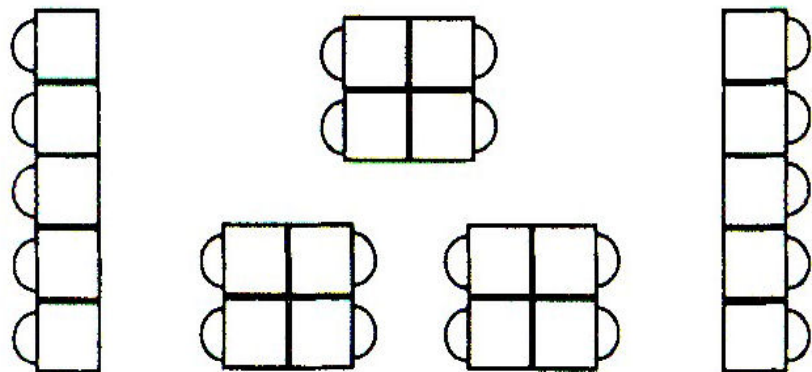
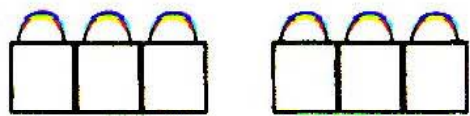
Multi option assignments are frequently used

Students work with teachers to establish both whole-class and individual learning goals

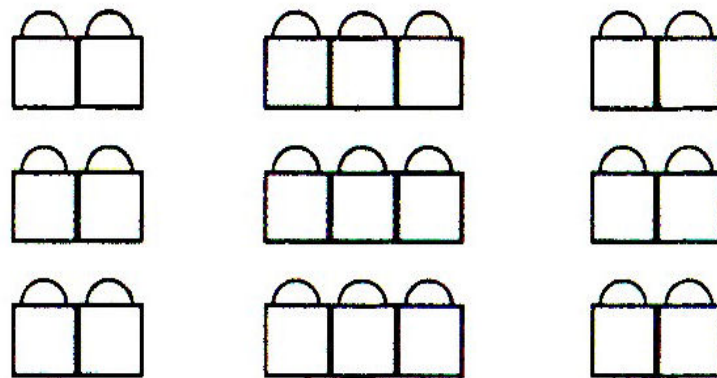
Students are assessed in multiple ways



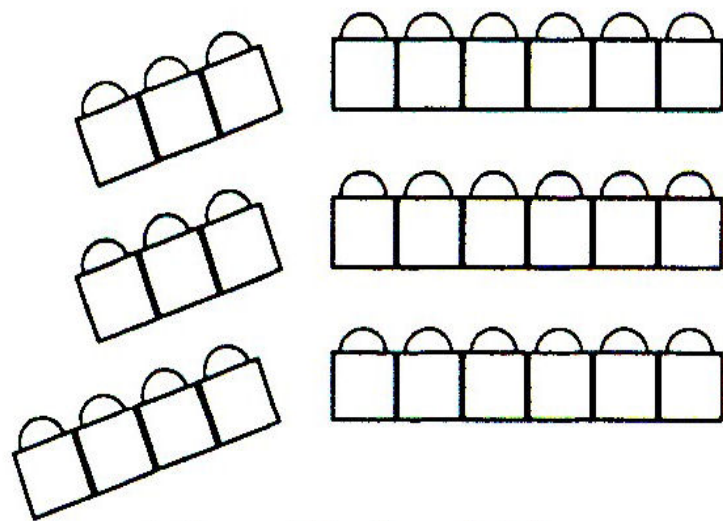




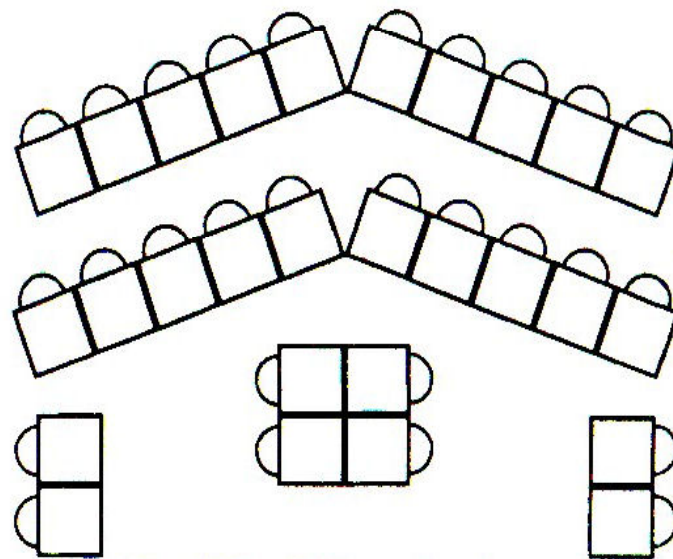
Modified U.N.



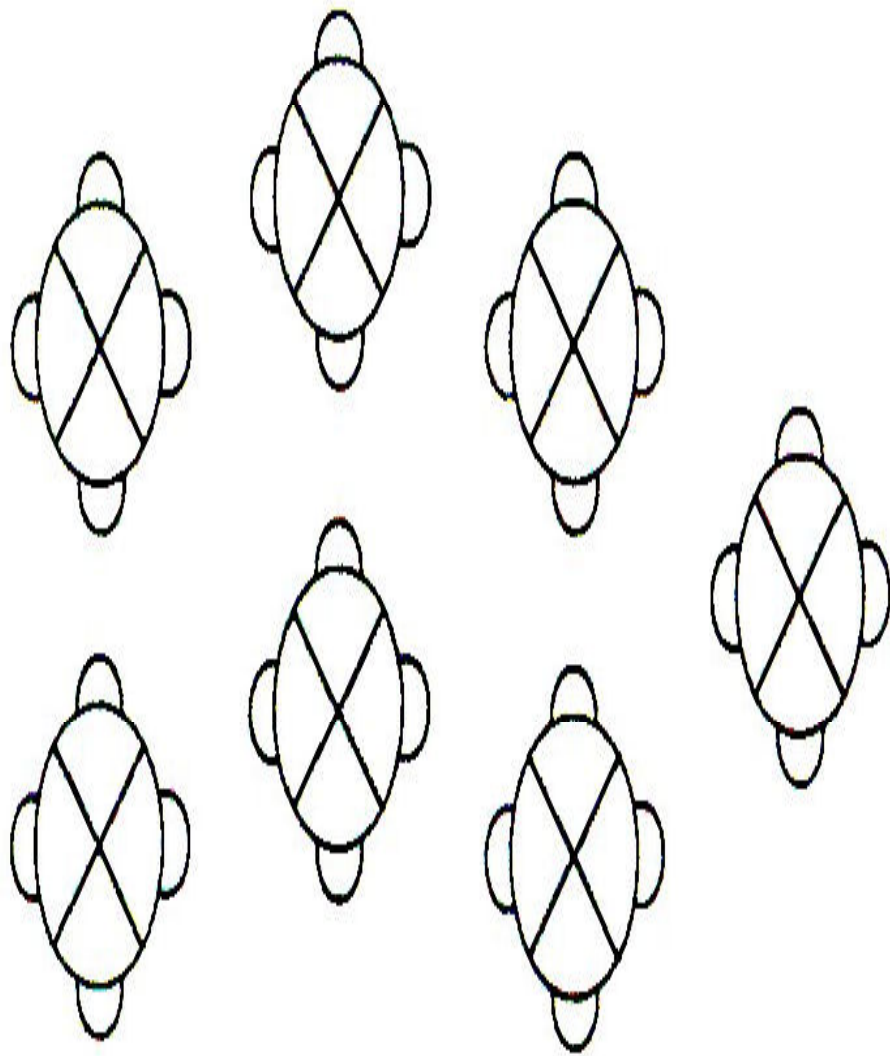
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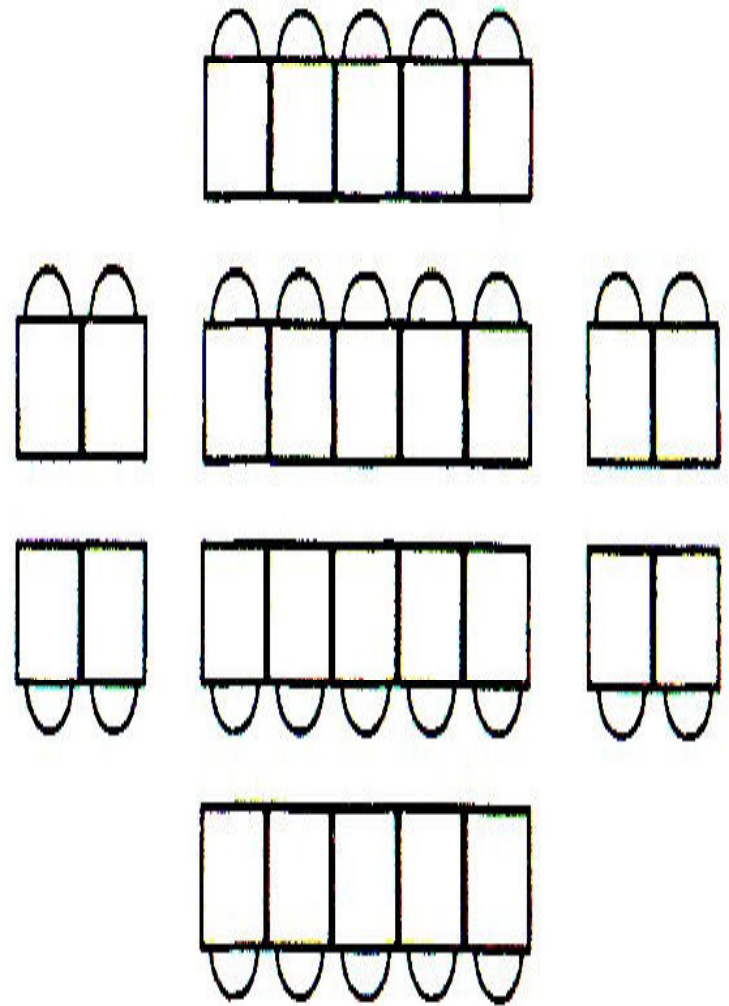
Three Hockey Sticks



Modified Herringbone



Turtles



Vertical Rorschach

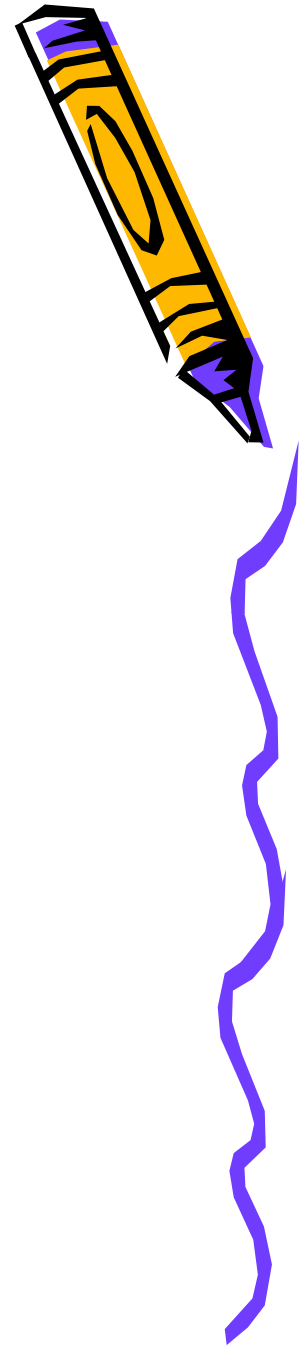
Secret to Success...?

Try one new idea or strategy at a time.
Once you feel confident, try another.

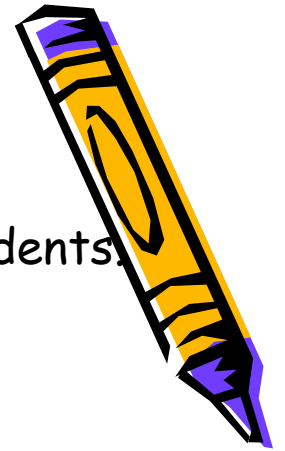
Select one curricular area or one unit to
differentiate - not your whole
curriculum.



See 7 Tips on Managing Flexible Groups in packet



POST-ASSESSMENT!



2. You have finished a brilliantly presented unit and tested your students. $\frac{1}{2}$ the students fail. What is your reaction:
 - a. Clearly, the children did not study
 - b. Something is flawed - it's probably not the children!
3. If I differentiate instruction, but other teachers in my school do not I am disabling my students. True False
4. Does differentiated instruction hinder performance on standardized tests? Yes No
5. Can differentiated instruction be applied to real world situations? Or Is the real world differentiated? Yes No
6. Differentiated instruction is individualized instruction. True or False

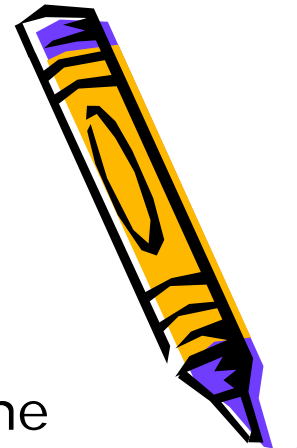


Save the First for Last ...

1. Did the teacher make it easier for the near-sighted student?



Words of wisdom from Dr. Haim Ginott (1993)



I have come to the frightening conclusion that I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher, I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal.

In all situations it is my response that decides whether or not a crisis will be escalated or de-escalated, and a child humanized or dehumanized. I am part of a team of educators creating a safe, caring and positive learning environment for students and teaching them in a manner that ensures success because all individuals are capable of learning.

