Differentiated Instruction: The Big Picture

3 Curricular Elements

- Content
  - What students should know
- Process
  - What students should understand
- Product
  - What students should be able to do

3 Student Characteristics

- Readiness level
  - Skills and understanding of a topic
- Interest level
  - Tasks that ignite student curiosity or passion
- Learning profile
  - Preferred learning style of each student

What Differentiation Is….

Students having **<u>multiple options</u>** for

- taking in information

- making sense of it

- expressing what they learn

Differentiation is rooted in assessment

- Pre-assessment (before the unit)

- Formative assessment (throughout the unit)

- Summative assessment (at the end of unit)

Essential Principles of Differentiation

- Good curriculum comes first
- All tasks should be respectful of each learner
- When in doubt, teach up
- Use flexible grouping
- Become an assessment junkie
- Grade for growth

Two Views of Assessment

Traditional Approach	Contemporary Approach
Assessment is For:	**Assessment is For:**
Gate Keeping $\longrightarrow$	Nurturing
Judging $\longrightarrow$	Guiding
Right Answers $\longrightarrow$	Self Reflection
Control $\longrightarrow$	Information
Comparison to Others $\longrightarrow$	Comparison to Task
Use with Single Activities $\longrightarrow$	Use Over Multiple Activities

Tomlinson
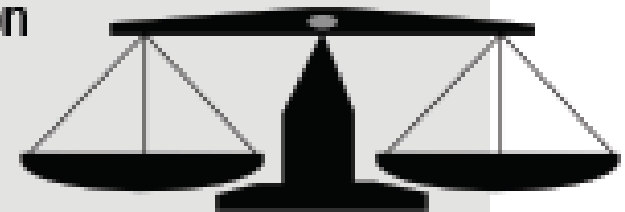
A Quick Readiness
Pre-assessment or Formative
Assessment

Directions: Complete the chart to show what you know about _____.
Write as much as you can.

| Definition | Information |
| Examples | Non-Examples |

Fractions

Use for pre-assessment & formative assessment of readiness in many grades & subjects

Differentiated Instruction
Based on Tiered Learning Lessons

- Readiness

- Learning profile

- Student interest

Planning the Tiered Learning Process

- Address standard, concept, or generalization

- Allow several paths to arrive at understanding

- Have students work in teacher assigned groups
  - Number of groups may vary
  - Groups don't have to be the same size

Tiered Lesson Planning

Tiered Assignment Template

Essential Understandings, Skills, Knowledge:

Task One:

Task Two:

Task Three:

Criteria for evaluation:

<u>Readiness:</u>

Continuum for Your Students

- Foundational …to transformational
- Concrete ……...to abstract
- Simple …………to complex
- Single facet ….to multiple facets
- Small leap ……to great leap
- Structured ……to open-ended
- Dependent …..to independent
- Slow …………to fast

<u>Learning Profile</u>:
Differentiate by Learning Style

- Some (not all) students share your learning preference
  - Help students reflect on their own preferences

- Use teacher structured and student choice avenues for learning profile differentiation
  - Select just a few categories for emphasis at first

- Be a student of your students

Student Interest:
Using the Students Interests as Windows to their World

- Link student interests with key components of the curriculum

- Provide structure to lead to student success

- Develop of sharing interest-based findings

- Create an open invitation for student interests

- Keep an eye open for students with a serious passion

Tiered by Readiness

- Teacher designs tiers by ability levels

- Most tiered lessons @ 3 levels
  - Below grade level
  - At grade level
  - Above grade level

- Each lesson is contained
  - Therefore groups will change depending on the topic of each lesson

Tiered by Student Interest

- Teachers pre-assess of student interest
  - Design an interest survey listing several topics to be studied with possible activities

  - Students rank choices

  - Teacher assigns students to group based on their choices

Tiered by Learning Profile

- Students grouped according to style of learning in which they work best

- Students learn same content but the way in which it is presented differs

- Example: Auditory, Visual, Kinesthetic

- You might try "Sternberg's 3 Intelligences"

Sternberg's Three Intelligences
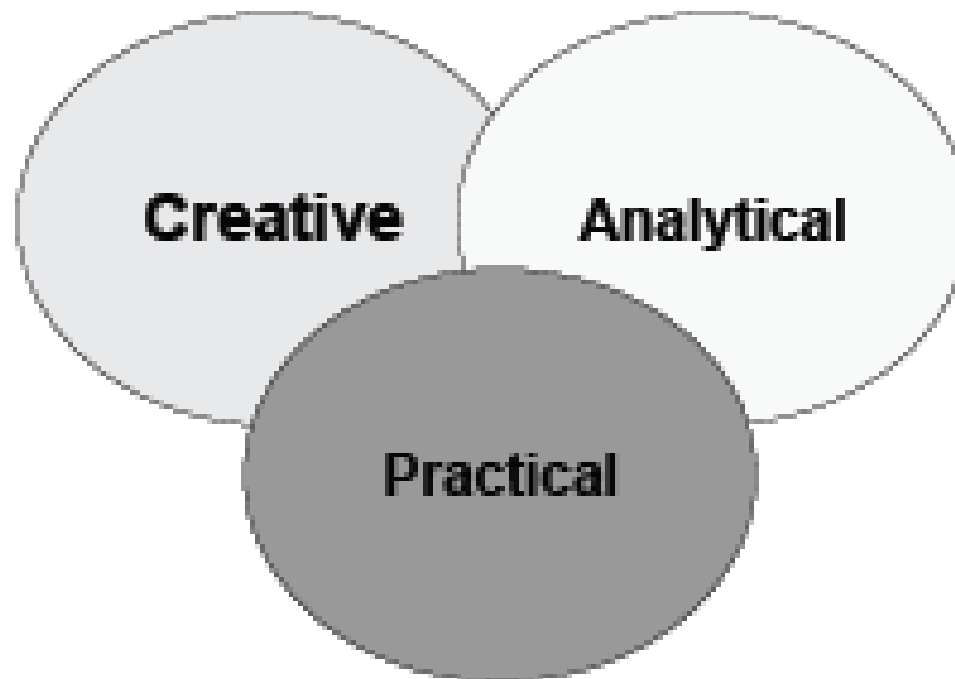
Using Sternberg's Method for Understanding Number

- **<u>Analytical</u>**: Make a number chart that shows all the ways your can think of to show the number 50

- **<u>Practical</u>**: Find as many things at home and school that have something to do with 50. Share what you find with us in a way that we can understand what you did.

- **<u>Creative</u>**: Write or recite a poem or riddle that helps us understand 50 in many unusual and interesting ways.

Anchor Activities

A task to which students automatically move when an assigned task is finished.

Traits of effective anchor activities:

- **<u>Important</u>-** related to key knowledge, understanding, and skill
- **<u>Interesting</u>**- appeals to student curiosity, interest, learning preference
- **<u>Allow choice</u>-** students can select from a range of options
- **<u>Clear routines and expectations-</u>** students know what they are to do it, how to keep records etc.
- **<u>Seldom graded-</u>** teachers should examine the work as they move around the room. Students may turn in work for feedback. Students may get a grade for working effectively, but seldom for the work itself. The motivation is interest and /or improved achievement.

Start Slowly…But Start

- Start in one subject or class
  - Where the need is greatest
  - Where you feel most comfortable

- For brief time spans
  - Maybe the last 10-15 minutes of a class
  - Do it for less time than the kids can sustain