

Reviewing assessments, rubrics, re-teaching, and teacher commentary

- 5,4,3,2,1 "I thoroughly understand...."
 - 5 - totally agree
 - 4 - mostly agree
 - 3 - sort of agree
 - 2 - somewhat disagree
 - 1 - do not agree at all

Characteristics for diverse learners

- Use the chart paper at your table and as a team list characteristics of diverse learners you have in your classroom.
- Share out for the group.
- What do we mean when we use the term differentiate?
- Brainstorm your ideas of differentiation.
- Share out for the group.

True or False

What do you think differentiation looks like?



Essential Questions

- What is Differentiated Instruction?
- What can you Differentiate?
- How do you Differentiate?



Differentiating in a Standards Based Classroom

You might wonder how is it possible to use differentiation when there is such an emphasis on standards and achievement testing.

In fact, they are very compatible.

A differentiated lesson should be linked directly to standards and essential understanding and will provide different ways for students to learn these important concepts.



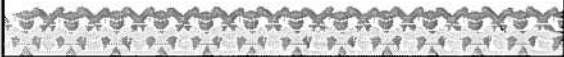
What is Differentiated Instruction?

- Classroom practices that allow for differences in students' learning styles, interests, prior knowledge, socialization needs, and comfort zones.
- A differentiated classroom is widely heterogeneous, dynamic, purposeful, and intense.
- The belief that *learning happens when the learner makes meaning out of information, guides the instructional planning.*



What Differentiated Instruction IS

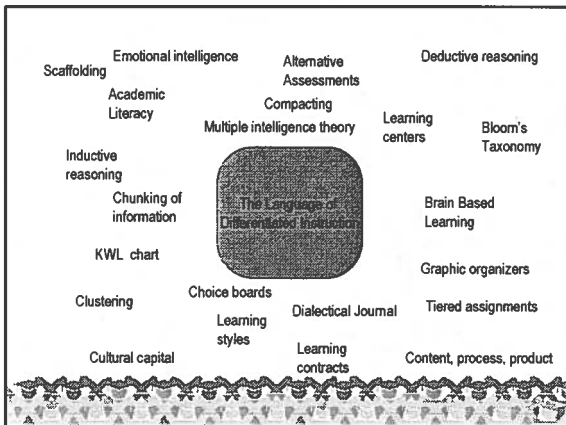
- It is proactive.
- It is more qualitative than quantitative.
- It is rooted in assessment.
- It provides multiple approaches to content, process, and product.
- It is student centered.
- It is a blend of whole-class, group, individual instruction.



What Differentiated Instruction is NOT

- It is not individualized instruction.
- It is not chaotic.
- It is not just another way to provide homogeneous grouping.
- It is not just "tailoring the same suit of clothes."





What can you differentiate?

Teachers Can Differentiate Four Classroom Elements

Content Product Process Learning Environment

According to Students'

Readiness Interest Learning Profile

So... How do you differentiate Instruction?

- Use formative assessment
- Analyze data and determine flexible groups
- Choose a strategy

Flexible Groups

- Purposeful reordering of students into a variety of different groups for a short amount of time based on assessment data.
- To ensure all students work on appropriate tasks and work with a number of different students on a regular basis.
- Criteria for grouping - readiness, interest, learning profile
- Tasks will vary from group to group

Flexible Groups

- Readiness:
 - Homogeneous groups based upon students' prior knowledge and depth of understanding of the standard
- Interests or Student Choice:
 - Interest Groups - Students are grouped according to predetermined hobbies, talents, preferences, etc.
 - Student Choice - Students are allowed to choose who to work with and/or what activity to complete.

Flexible Groups

- Learning Profile:
 - Homogeneous groups designated according to students' strongest mode of learning and/or expression, such as visual, auditory, tactile/kinesthetic
 - Other learning profiles include mastery, interpersonal, self-expressive, and understanding

Ways to Differentiate Content

- Compacting
- Varied Texts
- Varied Supplemental Materials
- Highlighted Texts
- Trade Books
- Highlights on Tape
- Books on Tape
- Technology
- Flip Books and Other Foldables



Ways to Differentiate Product

- Choices based on readiness, interest, and learning profile
- Clear expectations
- Timelines
- Agreements
- Product Guides
- Rubrics
- Evaluation



Ways to Differentiate Process

- Pretests
- Collaborative Learning
- Tiered Assignments
- Anchor Activities
- Varied Levels of Questioning
- Flip Books and Other foldables
- Journals
- Varied Scaffolding
- Graphic Organizers
- Varied Writing Assignments



**So... let's look at
some proven
strategies for
effective
differentiation**



Tiered Assignments

**A method of giving students a
choice in the depth and
complexity of a task for a given
assignment.**



Scaffolding

**Gives structure to learning and is
essential for students who need things
broken down into small steps. The
goal of scaffolding is for students to
someday not need scaffolding.**



Learning Contracts

This is a negotiated, written agreement between student and teacher about what tasks will be done by the student, when the due dates for these tasks are, and the criteria for evaluation.





Choice Boards

The teacher gives students a list of choices of activities. These may be arranged by types of activities (oral, written, listening), by subject (grammar, vocabulary, culture), by skill level (easy, more challenging), by time frames, or by learning styles or multiple intelligences.





Learning Styles

Utilizing the students' best method to process, remember, and use information. A teacher aware of students' learning styles can plan lessons and activities that are more beneficial to students. Tasks can be assorted according to Gardner's multiple intelligence theory as well as Bloom's taxonomy.



Guided Practice on Differentiation

- Each table review and discuss Task 1, 2 and 3
- Use the scenario on the yellow card to create a differentiation strategy.
- Create classroom differentiation.

Getting Started with Differentiation

- Assess
- Create a classroom environment that supports differentiation
- Start planning using standards
- Start small
- Don't reinvent the wheel
- Work together

Re-Teaching

- WHO
- WHAT
- WHEN

Summary Activity

- Questions
- Lesson Plan
- Complete the work
- Complete PLU information
- Complete Evaluation for the morning sessions