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 **multiple options** 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

**Assessment is For:**
- Gate Keeping
- Judging
- Right Answers
- Control
- Comparison to Others
- Use with Single Activities

Contemporary Approach

**Assessment is For:**
- Nurturing
- Guiding
- Self Reflection
- Information
- Comparison to Task
- 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:
Readiness: 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
Learning Profile: 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

Creative

Analytical

Practical
Using Sternberg’s Method for Understanding Number

- **Analytical**: Make a number chart that shows all the ways you can think of to show the number 50.

- **Practical**: 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.

- **Creative**: 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:

• **Important**- related to key knowledge, understanding, and skill
• **Interesting**- appeals to student curiosity, interest, learning preference
• **Allow choice**- students can select from a range of options
• **Clear routines and expectations**- students know what they are to do it, how to keep records etc.
• **Seldom graded**- 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