Planning Differentiated Instruction

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“When a teacher tries to teach something to the entire class at the same time, chances are,

one-third of the kids already know it; one-third will get it; and the remaining third won’t.

So two-thirds of the children are wasting their time.”

~Lilian Katz (teacher educator)
**What is Differentiation???

- **Differentiation**
  - Modifies content, process, product and learning environment
- **Scaffolding**
  - Breaking up a learning experience, concept or skill into discrete parts, then giving students the assistance needed to learn the part.
- **Differentiation and Scaffolding**
  - Moving student learning and understanding from where it is to where it should be
  - Blended in a classroom to the point that the two are indistinguishable
  - Both essential to learning and engagement
MISCONCEPTIONS OF DIFFERENTIATION

- Differentiated Instruction is not a new idea.
- Differentiated Instruction is not the same as individualized instruction.
- Differentiated Instruction is not just small group work for students.
- Differentiated Instruction is not just letting students do what is comfortable to them.
**Misconceptions of Differentiation**

- Differentiated Instruction is not just varying your own teaching style.

- Differentiated Instruction means that teachers also recognize that students need more than one way to experience, practice, and produce.

- Differentiated Instruction is **PROACTIVE** rather than reactive.

  • ~Dr. Johnell Bentz
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<th><strong>Traditional VS. Differentiated</strong></th>
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<td>- Student differences ignored or acted upon when problematic</td>
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<td>- Assessment only at the end of learning to see “who got it”</td>
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<td>- One definition of excellence exists (100 percent achievement, on objectives tested once)</td>
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<td>- Student interest infrequently tapped</td>
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<td>- Whole-class instruction dominates</td>
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<td>- Student differences studied as a basis for planning</td>
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<td>- Assessment on-going and diagnostic to be responsive to learning needs</td>
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<td>- Excellence defined in large measure by individual growth for a starting point</td>
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<td>- Students frequently make interest-based learning choices</td>
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<td>- Many instructional arrangements (groupings, partner work, centers)</td>
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<td><strong>Traditional vs.</strong></td>
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<tr>
<td>Coverage of texts and curriculum drives instruction</td>
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<td>Single option assignments</td>
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<td>A single text prevails</td>
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<td>Time is relatively inflexible</td>
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<td>Students assessed in one way</td>
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~teachingasleadership.org
**Differentiate Content**

- Presenting material to students should always involve the teacher and one or more of the following:
  - Textbooks
  - Speakers
  - Fieldtrips
  - Videos
  - Demonstrations
  - Lectures
  - Internet sources
  - Paper resources (newspaper, magazines, books)
  - Lowered /advanced level materials
  - Power point
  - Real world materials/examples

- Take the time to be thorough!
**Differentiate Process**

- Don’t skip this step!
- Teacher led, Collaborate as a class, Collaborate in pairs, Homogenous or heterogeneous ability groups, Independent work
  - Worksheets (boring)
  - Graphic organizers (training wheels of learning)
  - Discussion
  - Jigsaw, think/pair/share, turn and talk
  - Work at the board
  - Manipulatives
  - Guided practice
  - Present a mystery or problem scenario
  - Vocabulary activities
  - Summarizing strategies
**Scaffolding is part of the Process**

- Provides a safety net for students
- Happens before and during teaching
- Breaks learning into chunks, then provides structure or a tool with each chunk
  - Activating and previewing strategies
    - Investigate prior knowledge, making predictions, piquing interest, allow time to share personal experiences
  - Show and tell (show sample product, discuss rubric or criteria, what steps do they follow)
  - Think aloud – as you teach model thought processes
  - Quality Questioning - Pause, Ask, Pause, Review
  - Using chants, mnemonics, visual or verbal cues/reminders
Differentiate Product

- Special Education students can do all the things other student do, given time, a sample, and support!
  - Create a poster
  - Create a Powerpoint
  - Design an article
  - [www.readwritethink.org](http://www.readwritethink.org) student interactives
  - Worksheets, tests, quizzes (yawn)
  - Give a presentation (2 minute talk or more)
  - Build a model
  - Menus of choices
  - Teach another student
  - Debate
  - Write a song, act it out, make a video
  - Publish
DIFFERENTIATION/SCAFFOLDING EXAMPLES

- Elementary
  - ELACC1RL9: Compare and contrast the adventures and experiences of characters in stories
    - Content: two texts, have various reading levels available (movies a nice extra)
    - Process:
      - preview text by looking at cover or abstract then brainstorm predictions and discuss personal knowledge
      - jigsaw to teach key vocabulary, read through texts with graphic organizer, guided group discussion of main character traits and experiences, group teacher led task to create life size character maps
    - Product: compare/contrast report (essay, presentation, poster, powerpoint, chart)
DIFFERENTIATION/SCAFFOLDING EXAMPLES

Elementary

- MCC2.NBT.3: Read and write numbers to 1000 using base-ten numerals, number names, and expanded form
  - Pre-assess to determine prior knowledge
    - Does student understand base ten blocks?
    - Can they identify number names?
    - Are they familiar with expanded form?
  - The standard itself is differentiated because you are looking at a variety of methods to identify numbers.
  - Design activities to teach skills needed for each element of the standard incorporate teacher led practice, manipulatives, center activities, individual practice
  - Assess- worksheet/quiz/test, one on one manipulative assessment with blocks, words on cards, and expanded form numbers/symbols on cards
DIFFERENTIATION/SCAFFOLDING EXAMPLES

Secondary

- L9-10WHST9: Draw evidence from informational texts to support analysis, reflection, and research.
  - Content: Persimmon seeds, Can they predict the weather?
  - Process: Class discussion with graphic organizer, Brainstorm as a class ways to complete project, some students may be required to seek out their own sources, teacher may provide resources to others, group students cooperatively to investigate
  - Product: slice and create display for given persimmon seeds, share results of research orally or in writing
DIFFERENTIATION/SCAFFOLDING EXAMPLES

Secondary

- L9-10WHST1e: Provide a concluding statement or section that follows from or supports the argument presented
  - Content: Smart Snacks in Schools, Yay or Nay?
  - Process: provide resources at varied reading levels and allow students to seek resources, teacher assigned pairs or groups, provide organizer to list key points, provide essay template, allow writing, typing, talk to text on tablet
  - Product: students composes a three paragraph essay for or against Smart Snacks program, present to the class, closing discussion of key points different students raise
DIFFERENTIATION PRO’S AND CON’S

Pros

- It is just more fun!!
- Research shows it works for gifted as well as students with more severe disabilities
- Allows students to take responsibility for their own learning
- Students are more engaged resulting in fewer discipline issues

Cons

- Requires more time put into planning and preparation
- Limited professional development
“There is no one right way to create an effectively differentiated classroom; teachers craft responsive learning places in ways that are a good match for their teaching styles, as well as for their learners needs.”

~Carol Tomlinson
Proactive = Antecedent Modification

- Differentiation can be part of the IEP.
  - Instructional accommodations
  - Antecedent modification
    - Environmental
    - Social Supports
    - Task Oriented
    - Teacher Behavior
PROACTIVE = SMOOTH TRANSITIONS

- A time when many behaviors occur especially when transitioning from lesson to break and break to lesson.
- Visual cues for boundaries is helpful
- Timers
- Verbal prompts before, during, and after
- When it is time to get back to work review goals and daily sheets
Smooth Transitions

- PBIS can help
  - Posted behavioral expectations
  - Explicitly teaching and practicing transitions
  - Reinforce and reward!!

- Activating strategies
  - Hook interest and get brains engaged in what is coming next
  - Max Thompson strategies: KWL, word splash, word maps
  - Personal story, visual aide, brainstorming
  - Should be fun and require interaction
  - Can also include reviewing previously taught material in a fun way
**Smooth Transitions**

- Good closing steps:
  - Have a predetermined plan for those who finish early, then better differentiate for them the next time
  - Find a stopping point and come together
  - Review academic and behavior positives
  - Allow time to share
  - Release and start getting set up for the next lesson
**Environmental Modifications**

- **Lighting** - dim/bright, overhead/lamps, natural, filters
- **Sounds** - door open/shut, background music, white noise, headphones
- **Alignment** - chair height, slant boards
- **Zoning** - seating, specific areas with specific purpose (desks/board, floor space, table, computer area, project area), location of staff
- **Provide tools** - visual cues for rules/steps/boundaries, timers visual/auditory, fidgets, soothing space
SOCIAL MODIFICATIONS

What proactive strategies can you use to help students be socially appropriate in class, with peers, and adults?

- Circle time/morning meeting or check in
- Explicit social skills instruction, Role play
- Visual cues/reminders
- Behavior specific praise
- Behavioral momentum
- Pair with a role model
- Self-monitoring check list and self-evaluation
- Set up volunteer/positive relationship opportunities
- Practice specific skills and then test run
TASK MODIFICATIONS

- High interest or preferred materials
- Incorporate choices
- Writing modifications
- Manipulatives, calculator
- Break task down into portions
- Shorten length or reduce complexity of task
- Schedule work/break times
- Extended time, multiple attempts
- Provide a completion schedule or map for difficult tasks
- Alternate task or lowered/advanced level
- Always be willing to negotiate!! What is most important?
**Teacher Behavior Modifications**

- Proximity
- Verbal cues for upcoming activities, reminders, and praise
- Incentive plans/individual behavior contracts
- Allow students time as soon as frustration is detected
- Be knowledgeable in coping strategies, offer and guide students in using them
- All adults in room engaged
- Reduce down time
- Incorporate sensory activities for all
“Teachers discover that they need to develop and maintain personal relationships with the students they teach -- because for most students, meaningful interaction with a teacher is a precursor to academic learning.”

~Huberman
Questions???

- Differentiation and Scaffolding

- Differentiation in the IEP
  - Proactive Strategies
  - Smooth Transitions