

Differentiating Instruction: One Size Does Not Fit All

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any questions,
email... ☺



• The fact that students differ may be inconvenient, but it is inescapable. Adapting to that diversity is the inevitable price of productivity, high standards, and fairness to kids.

• TheodoreSizer, Brown University

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The biggest mistake of past centuries in teaching has been to treat all children as if they were variants of the same individual and thus to feel justified in teaching them all in the same way.

-- Howard Gardner

Addressing Diverse Learner Needs

1. Describe one or two students you teach who have unique learning needs.
2. What would those learners need in their classes to make it a great year?

To maintain

power during

power struggle!

① Choose

② Decide

③ Pick

(use them til they make you sick...)

Differentiation is...

...the recognition of and commitment to plan for student differences. A differentiated classroom provides different avenues to acquire content, to process or make sense of information and ideas, and to develop products.

→ ~~x~~ different ways to get to the same end product

The Goals...

... of a differentiated classroom are to maximize student growth and to promote individual student success.

→ maximize student growth

→ promote individual student success

Basic Understandings

- The changing nature and increasing diversity of our students requires an alternative to our current one-size-fits-all approach to heterogeneous classrooms.
- Educating all our students must include a clear commitment to accommodate needs of gifted and special education students, as well as those students whose performance is more "typical."

classroom
has changed
- type
- diversity
- background

Basic Understandings (con't)

- The use of flexible grouping is an important tool in order to make differentiated instruction manageable and a clear distinction must be made between flexible grouping and tracking.
- There should be no walls and no ceilings to learning.

no walls
no ceilings

- flexible grouping
- tracking

It continuously changes

Some Basic Principles

- We differentiate instruction when we use a variety of instructional techniques that enable us to meet the diverse learning needs of our students.
- It is not the cumbersome technique of individualization. It can be thought of as grouped individualization.

- ex: hands on > diff. reading / groups orally

- part of learning IS WORKING TOGETHER.

Some Basic Principles

- Differentiation can be done by readiness, interest, or learning styles
- It can be done according to what a student learns, how he or she learns it, and/or how the student shows what he or she learned.

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grouping by
- learning styles
- readiness
- interest

Differentiation is...

- Providing multiple assignments within each unit, tailored for students of different levels of readiness, interest, and/or learning profile.
- Having high expectations for all students. Aim high and differentiate as necessary.

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Aim High
and

Differentiate
as necessary.

Differentiation is...

- Permitting students to opt out of material they can demonstrate they know and to progress at their own pace through new material.
- Structuring the class assignments so they require high levels of critical thinking but permit a range of responses.

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allow

OPT-OUT

option

Differentiation is...

- Allowing students to choose, with the teacher's guidance, ways to learn and to demonstrate what they have learned.
- Providing students with opportunities to explore topics in which they have strong interest and find personal meaning.

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- personal
meaning
- ownership

Differentiation is...

- Implementing flexible grouping strategies that cluster students by achievement in a particular subject area, interest, learning style, personal choice, and/or ability.

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* grouping strategies
- ability
- achievement
- subject
- interest
- learning style
- personal choice

Differentiation is...

- Flexible. Teachers may move students in and out of groups after assessing students' instructional needs.

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don't always
stick to the
well-thought-out
plan...

Differentiation isn't...

- Individualization. It isn't a different lesson plan for each student each day.
- Giving all students the same work most of the time, even in achievement or ability grouped classes.

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assigning
more or less
work/problems
(busy work)

Differentiation isn't...

- Assigning more math problems or more reading at the same level to high achieving students.
- Focusing on student weaknesses and ignoring student strengths.

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Differentiation isn't...

- Requiring students to teach material that they have already mastered to others who have not yet obtained mastery.
- Cooperative learning delivered in rigidly grouped formats, lacks individual accountability, and/or focuses on work that isn't new to all of the students.

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Differentiation isn't...

- Depending solely upon the differences in student response to whole class assignments to provide differentiation.
- Limited to acceleration. Teachers need to be able to use a variety of strategies to meet student needs.

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The Equalizer

The Equalizer	
1. Pre-assessment	Diagnostic, Baseline Assessment
2. Formative	Formative, Summative Assessment
3. Project	Project, Problem-based Learning
4. Self-paced	Self-paced, Accelerated Learning
5. Strategic Learning	Strategic Learning, Accelerated Learning
6. Student-led Learning	Student-led Learning, Accelerated Learning
7. Learning Contracts	Learning Contracts, Accelerated Learning
8. Learning Contracts	Learning Contracts, Accelerated Learning
9. Learning Contracts	Learning Contracts, Accelerated Learning
10. Learning Contracts	Learning Contracts, Accelerated Learning

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on
back

Instructional Strategies

- tiered activities and/or products
- learning contracts
- compacting

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- tiered










- learning
contracts

- compacting

The Equalizer



The Equalizer

- | | | |
|-----------------------------|---|---|
| 1. Foundational |  | Transformational |
| | | Information, Ideas, Materials, Applications |
| 2. Concrete |  | Abstract |
| | | Representations, Ideas, Applications, Materials |
| 3. Simple |  | Complex |
| | | Resources, Research, Issues, Problems, Skills, Goals |
| 4. Few Facets |  | Many Facets |
| | | Disciplinary Connections, Directions, Stages of Development |
| 5. Smaller Leap |  | Greater Leap |
| | | Applications, Insight, Transfer |
| 6. More Structured |  | More Open |
| | | Solutions, Decisions, Approaches |
| 7. Clearly Defined Problems |  | Fuzzy Problems |
| | | Process, Research, Products |
| 8. Less Independence |  | Greater Independence |
| | | Planning, Designing, Monitoring |
| 9. Slower |  | Quicker |
| | | Pace of Study, Pace of Thought |

Social Studies: A Complex Tiered Activity

o The Three Little Pig's Story:

- score: wolf 2 pigs 1
- big bad wolf
- 1 pig better thinker and architect
- wolf was guilty
- wolf - antagonist
- pig - protagonist

o The Wolf's Story:

- wolf had a bad cold - sneezy
- needed sugar
- ate 2 pigs - conservation
- lousy houses
- he was framed
- following natural inclination

By Carol Tomlinson

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Line of Logic

- o The pigs say: _____
 - They appear to believe those things to be true.
- o The Wolf says: _____
 - He appears to believe those things to be true.
- o There are two views of the same events, both fervently held. It can be hard to know whom to believe.

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Generalization/Principle

Different people can see the same events through very different eyes, making it difficult to know the "truth" sometimes.

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diff. inst. to compare/contrast
2 diff. pt. of views

Grade 7/8 Social Studies: The Three Little Pigs

- o Recall a time when you and a sister or brother (or 2 kids at school or on the bus) saw things very differently and feelings got hurt or anger resulted. Write a story which helps your readers really see and feel how this happened. Be sure to show us both sides.

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- Writing story

Grade 7/8 Social Studies: The Three Little Pigs

- o Teenagers and parents often quarrel because they view issues in very different ways. Pick a topic about which teens and parents might disagree. Create an organizer which contrasts the 2 views. Be sure to give at least 5 major points of disagreement. Annotate each belief with why one person believes the point and why the other does not. Using the organizer to help you, present an extemporaneous role play in which a parent and a teenager argue over a point from different perspectives.

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- organizer /
role play

Grade 7/8 Social Studies: The Three Little Pigs

- o Here are 3 articles on the issue of girls being able to join the Boy Scouts of America. Study them. Write 2 letters of equal quality, fervor, and logic. The first is from a girl to BSA explaining why she should be allowed to join. The second is from BSA to all troop leaders explaining why they feel the "no girls" ruling is the appropriate decision.

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- 2 letters

Grade 7/8 Social Studies: The Three Little Pigs

- o How are events in the middle east like the 2 versions of the Three Pigs story? Generate as many ways as you can. There are books, articles, and other resource materials to help you in the Discovery Corner. Draw an editorial cartoon which incorporates aspects of the 3 pigs events with aspects of the middle east situation to make a point you feel is important.

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- resource hunt

- editorial
cartoon

Grade 7/8 Social Studies: The Three Little Pigs

- o You have heard and read about the recent "insert recent news event" hearings. Set your list of criteria of what will make a positive and useful search for truth. Discuss the hearings according to your criteria. Decide ways in which the hearings were and were not a positive and useful search for truth. Be ready to share your conclusions with the class in a clear, logical, 10 minute presentation.

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- presentation

Grade 7/8 Social Studies: The Three Little Pigs

- o Here are some topics which highlight different perspectives about the same events. Add at least 5 more to the list.
 - Republican & Democratic views about the economy
 - Views of the British and American colonists during the last quarter of the 18th century
 - The views of Atticus Finch and the jury in To Kill a Mockingbird.

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- choices &
add to list

(cont. on next pg.)

Grade 7/8 Social Studies: The Three Little Pigs

After you add your choices:

- Share your list with the group and add everyone's ideas.
- Select a topic that interests you
- Research it
- Generate an independent study contract
- Present the contract to the teacher for modification and/or approval

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A simple tiered activity Grade K: Counting (skill)

- **Task 1** Find a way to count and show how many people are in our class today.
 - How did you get your answer?
- **Task 2** Find a way to show how many people are in our class.
 - How many are absent today?
 - How many are here today?
 - How do you know?
- **Task 3** Find a way to show how many boys are in our class today.
 - How many boys are absent today?
 - How many girls are here today?
 - How many girls are absent today?

Prove you are right.

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Grade K: Key Concept: Patterns / Classify

- **Generalization: Scientists make classifications.**
- Use carpenter's aprons to collect "data" through a nature walk. Then, at the science center:
- **Task 1** Using a pre-made grid with categories on it, classify leaves:
 - by size
 - by color
- **Task 2** Display a sample grid and have students create their own. Classify leaves:
 - by shape
 - by creating a category
- **Task 3** Students decide how to show categories and contents
 - Find 3 ways each leaf could be classified - other than color.

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Grade 8-9 English: The Outsider as Protagonist

• Key Generalizations

- The outsider is a common device in fiction and non-fiction.
- An outsider can view society and individuals more realistically
- An outsider can satirize because s/he is not part of the society - has no vested interest in preserving the society or its beliefs.
- *Unit by Roger McQueen*

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Grade 8-9 English: The Outsider as Protagonist

• Key Generalizations

- An outsider can accept or reject the beliefs of a society.
- An outsider can espouse unpopular ideas.

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Grade 8-9 English: The Outsider as Protagonist

• Skills

- Reading dialect
- Understanding satire in literature and life
- Evaluation of literary techniques
- Compare/contrast two types of literature (fiction/non-fiction)
- Learn to write with the view of an outsider/satirist

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Grade 8-9 English: The Outsider as Protagonist

- Attitudes
 - Appreciate the role of the outsider in literature and life
 - Appreciate the role satire plays in life and literature

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Grade 8-9 English: The Outsider as Protagonist

- Directions: The last part of this marking period in your class we will be reading two different books. Some of you may read only one of them. The two books are The Adventures of Huckleberry Finn by Mark Twain and A Walk Across America by Peter Jenkins. The first is fiction, the second non-fiction. I will be consulting with you during class to determine which of the following projects is best suited to your interests and readiness.

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Grade 8-9 English: The Outsider as Protagonist

- Examine the plot and outline for Huck Finn. Then compare/contrast it with the events of A Walk Across America.
- Create a graphic display of Huck Finn's travels and Peter Jenkins' journey. Show the similarities and differences.
- Dramatize a scene from each book that shows how the action or characters in each book are alike.

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Grade 8-9 English: The Outsider as Protagonist

- Compare and contrast the humor in each book. You will have to categorize the humor for type. Some humor is limited by the current events of the time, some is universal, some is by situation, some by other factors.
- Write the first chapter of Huck Finn Out West.
- Assess the quality of two of the following literary techniques used in both books:
 - Characterization
 - Description of Setting
 - Figures of speech
 - Realism of conflicts

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Grade 8-9 English: The Outsider as Protagonist

- Write a plot outline for Huck Finn but turn it into a contemporary Huck Finn and Jim. What group does Jim belong to? Who are not "free"? What in our society is ripe for being satirized? How do Jim and Huck travel?

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Grade 8-9 English: The Outsider as Protagonist

- Ernest Hemingway said, "All modern American literature comes from one book by Mark Twain called Huckleberry Finn." (The Green Hills of Africa) Write a composition telling why you believe Hemingway said this, and why you agree or disagree with him.

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Instructional Strategies

- tiered activities and/or products
- learning contracts
- compacting

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- # Instructional Strategies
- tiered activities and/or products
 - learning contracts
 - compacting
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tiered

learning contracts

compacting

tiered

learning contracts

compacting

tiered

learning contracts

compacting

Dear Mom and Dad,

Welcome to parent conferencing night. My teacher and I have developed the following report so that you will know what I am working on in (subject area) this term.

We have some goals for our class this term. They include the following:

Academic:	Work Ethic:
_____	_____
_____	_____

In addition, my teacher has differentiated these goals for me and a group of my learning partners in this way:

Academic:	Work Ethic:
_____	_____
_____	_____

Academic: _____

Work Ethic: _____

I would like your help in accomplishing my goals by:

Thanks

Your son/daughter

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— ex: contract

Instructional Strategies

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- # Instructional Strategies
- tiered activities and/or products
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 - compacting
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The Compactor

Joseph S. Renzulli and Linda H. Smith

Name: Jennifer H. Teacher: School:		
Grade: 9		
CURRICULUM AREAS TO BE CONSIDERED FOR COMPACTING:	PROCEDURES FOR COMPACTING BASIC MATERIAL:	ACCELERATION AND/OR ENRICHMENT ACTIVITIES:
Through the pre-test, conversation and group activities, Jennifer has demonstrated mastery of most of the unit concepts in heredity.	Jennifer will review the textbook on her own and join the class in labs #4 and #6.	Jennifer will design, perform and analyze a heredity experiment. The experiment proposal is due on October 10 th . The experiment will be shared with the class. ⁴⁷

Outcomes Observed by Middle School Teachers

- Greater understanding of the concepts
- All students experience challenge
- Ability to apply concepts/skills to new situations and daily life
- Students are excited
- Students have ownership
- Students are more independent learners

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(Outcomes con't)

- Students have more evaluative skills
- Students have greater mastery of content
- Students have problem solving skills
- Students are able to initiate their own projects.

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