



Differentiated Instruction



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To prepare for this module please watch the following video clip and read the recommended article about differentiated instruction

1. New Teacher Survival Guide: Differentiating Instruction

<https://www.teachingchannel.org/videos/differentiating-instruction>

2. Differentiated Instruction and Implications for UDL Implementation

<http://aim.cast.org/learn/historyarchive/backgroundpapers#.VltcCtLF-So>

(Click on Differentiated Instruction with UDL and read pages 1-7)



Internet Resources – Page 1

1. New Teacher Survival Guide: Differentiating Instruction

<https://www.teachingchannel.org/videos/differentiating-instruction>

2. Differentiated Instruction: and Implications for UDL Implementation

<http://aim.cast.org/learn/historyarchive/backgroundpapers#.VHTTI9LF-So>

3. Why Differentiate Instruction? By Carol Ann Tomlinson

<http://www.youtube.com/watch?v=lcQ8shR37yg>

4. What is Differentiated Instruction?

<http://www.youtube.com/watch?v=bApuBiiL8Q>

5. Differentiating Instruction, 6-12, Part I: Student Choice

<http://www.youtube.com/watch?v=akvDT9KFZPw>

6. Tiered Content

<http://iris.peabody.vanderbilt.edu/module/di/cresource/q2/p05/#content>

7. UDL Guidelines – Version 2.0: Principle 1. Provide Multiple Means of Representation

www.udlcenter.org/aboutudl/udlguidelines/principle1#1_g1

8. Tiered Assignments

http://www.doe.state.in.us/exceptional/gt/tiered_curriculum/welcome.html

9. Sample Compacting Agreement

http://iris.peabody.vanderbilt.edu/module/di/cresource/how-do-teachers-differentiate-instruction/di_05/di_05_link_compacting/#content



Internet Resources- Pg. 2

10. Differentiating Process

<http://iris.peabody.vanderbilt.edu/module/di/cresource/q2/p06/#content>

11. Using Technology to Differentiate Instruction

<http://teaching.monster.com/benefits/articles/8484-using-technology-to-differentiate-instruction>

12. Differentiating in Math using Computers

<https://www.teachingchannel.org/videos/differentiating-in-math>

13. Tiered Products

http://iris.peabody.vanderbilt.edu/module/di/cresource/how-do-teachers-differentiate-instruction/di_07/di_07_link_tierd_products/#content

14. Differentiating using Learning Menus

<https://www.teachingchannel.org/videos/differentiating-instruction-strategy>

15. Getting Started on Differentiated Instructions

<http://www.youtube.com/watch?v=LGYa6ZacUTM>

16. Differentiated Instruction Ignites Elementary School Learning

<http://www.youtube.com/watch?v=AqepSNNjowU>



Bibliography

1. Hattie, John. *Visible Learning for Teachers: Maximizing Impact on Learning*. London: Routledge, 2012
2. Northey, Sheryn Spencer. *Handbook on Differentiated Instruction for Middle and High Schools*. Larchmont, NY: Eye On Education, 2005.
3. Oaksford, L. & Jones, L., 2001. *Differentiated Instruction Abstract*. Tallahassee, FL: Leon County Schools
4. Strickland, Cindy A. *Tools for High-quality Differentiated Instruction*. Alexandria, VA: Association for Supervision and Curriculum Development, 2007
5. Tomlinson, Carol A. *How to Differentiate Instruction in Mixed-ability Classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development, 2001.
6. Tomlinson, Carol A. *The Differentiated Classroom: Responding to the Needs of All Learners*. Alexandria, VA: Association for Supervision and Curriculum Development, 1999

Materials Needed

1. Large chart paper and markers
2. Differentiated Instruction Practice Profile
3. Presentation Power-point and Presenter Notes
4. Implementation Fidelity Checklist
5. Next Steps: Action = Results Template

Handouts for presentation:

- Internet Resource pages – slides 3-4
- Guided Notes for Differentiated Instruction – begin using with slide 16
- Handout #1 -My Differentiated Worksheet – use with slide 36
- Handout #2 -Differentiation of Instruction – use with slide 38
- Handout #3 -Learning Cycle and Decision Factors Used in Planning and Implementing Differentiated Instruction – begin using with slide 39
- Handout #4 – Note-taking for Differentiating Content, Process, and Product – begin using with slide 49

Supplemental Handouts:

- #1 - Interest Inventory – use with slide 42
- #2 - Learning Preferences Checklist – use with slide 42
- #3 - Tiered Assignments – use with slide 55
- #4 - Compacting Agreement template and sample – use with slide 59
- #5 – Grouping Formats and Purposeful Flexible Grouping – use with slide 63
- #6 - If Internet access not available - Learning Activities for Differentiating Process from iris.peabody.vanderbilt.edu – use with slides 64-66
- #7 - Tic-Tac-Toe/Choice Board for a Book Report sample- use with slide 72
- #8 - R.A.F.T.S. Activity sample – use with slide 76

Training Blocks

Approximately 45 minutes each

Session 1 – Slides 8-39 – Introduction, Learning Objectives, Why Differentiate?, Overview of DI

Session 2 – Slides 40-47 – Unpacking the Topic & Where to Begin?

Session 3 – Slides 48-60– Content Differentiation

Session 4 – Slides 61-67 – Process Differentiation

Session 5 – Slides 68-79 – Product Differentiation

Session 6 – Slides 80-93 – Putting It All Together and Next Steps

**You will probably want to use the practice profile and implementation fidelity checklist throughout Sessions 2-6.

Introduction to Missouri Collaborative Work

Use Getting Started Guide to determine starting point and scope of learning

Getting Started
Focus Areas
Collaborative Work Training
Wrap Up Activity
Follow-up to Training

Collaborative Data Teams

Overview and Purpose Collaborative Teams

Foundational Processes

Agendas
Communication
Norms
Roles

Advanced Processes

Consensus
Collaborative Skills
Protocols

Activity: Wrap Up/Overview of Next Steps

Effective Teaching/ Learning Practices

Overview and Purpose of ET/LP

- | | |
|---|-------------------------------|
| Assessment Capable Learners | |
| Class Discussion | Cooperative Learning |
| Differentiated Instruction | Direct Instruction |
| Feedback | Increasing Student Engagement |
| Mastery Learning | Metacognition |
| Using Technology In Classroom Instruction | |
| Reciprocal Teaching | Spaced versus Massed |
| Teacher Clarity | Teacher-Student Relationship |

Activity: Wrap Up/Overview of Next Steps

Common Formative Assessment

Overview and Purpose of CFA

Developing Meaningful Learning Targets

Quality Assessment Design

- | | |
|-------------------------|----------------------------|
| Selected Response Items | Constructed Response Items |
| Performance Events | |

Activity: Wrap Up/Overview of Next Steps

Data-Based Decision Making

Overview and Purpose of DBDM

Data Team Process Steps Sequence and Examples

Activity: Wrap Up/Overview of Next Steps

School-Based Implementation Coaching

Overview and Purpose of Coaching for supporting school-wide implementation

Critical skills of coaching

Coaching in Practice

Activity: Wrap Up/Overview of Next Steps

Moving toward school-wide implementation

Follow-Up Based on Data: Coaching and Revisiting PD

Follow-Up Based on Data: Coaching and Revisiting PD

Introductions



Expectations for This Training

During the training, participants will deepen their understanding of the key principles of differentiated instruction and expand their repertoire of instructional strategies for teaching academically diverse students.

Learner Objectives

As a result of today's learning you will...

- Identify and explain the key principles of differentiated instruction .
- Examine teaching practices that differentiate content, process, and/or product according to students' needs.
- Expand your repertoire of instructional strategies that support differentiated instruction.

Success Criteria

- Explain and apply the key principles of differentiated instruction.
- Implement teaching practices that differentiate content, process, and/or product according to students' needs.



Essential Questions

1. What are the key principles of differentiated instruction?
2. Which effective instructional strategies that support differentiated instruction will you implement in your classroom?
3. What changes will you need to make in order to support differentiated instruction?

Session at a Glance

- ❑ Introductions/Objectives/Outcomes/ Norms
- ❑ Key principles of differentiated instruction
- ❑ Differentiation through content, process, and product
- ❑ Instructional strategies for the differentiated classroom
- ❑ General guidelines for implementation



Norms

- Begin and end on time.
- Be an engaged participant.
- Be an active listener – open to new ideas.
- Use notes for side bar conversations.
- Use electronics respectfully.



Why Differentiate?

“Schools are like airport hubs; student passengers arrive from many different backgrounds for widely divergent destinations. Their particular takeoffs into adulthood will demand different flight plans.”

Levine, Melvin D. *A Mind at a Time*. New York: Simon & Schuster, 2002



Indicators of a Need to Differentiate

1. The U.S. is a nation of racial and ethnic minorities, rather than a nation with a majority race and multiple minorities.
2. Most districts now include students with identified special education needs in general education classrooms.
3. Tracking students by ability levels to address learner needs has not helped students achieve.

Tomlinson, C. "Traveling the road to differentiation in staff development" *JSD* Vol. 26, Number 4, Fall 2005, p. 9

4. The achievement gap between ethnic groups is aggravated by tracking.
5. Some experts question the efficacy of special programs---such as those for students with learning disabilities—in raising the achievement levels of students assigned to those programs.

Tomlinson, C. “Traveling the road to differentiation in staff development” *JSD* Vol. 26, Number 4, Fall 2005, p. 9

<http://www.youtube.com/watch?v=lcQ8shR37yg>

Evidence of Effectiveness as a Classroom Practice

“Proponents of differentiation note the principles and guidelines are rooted in years of educational theory and research.”

Page 6

<http://aim.cast.org/learn/historyarchive/backgroundpapers#.VHTTI9LF-So>

Then and Now

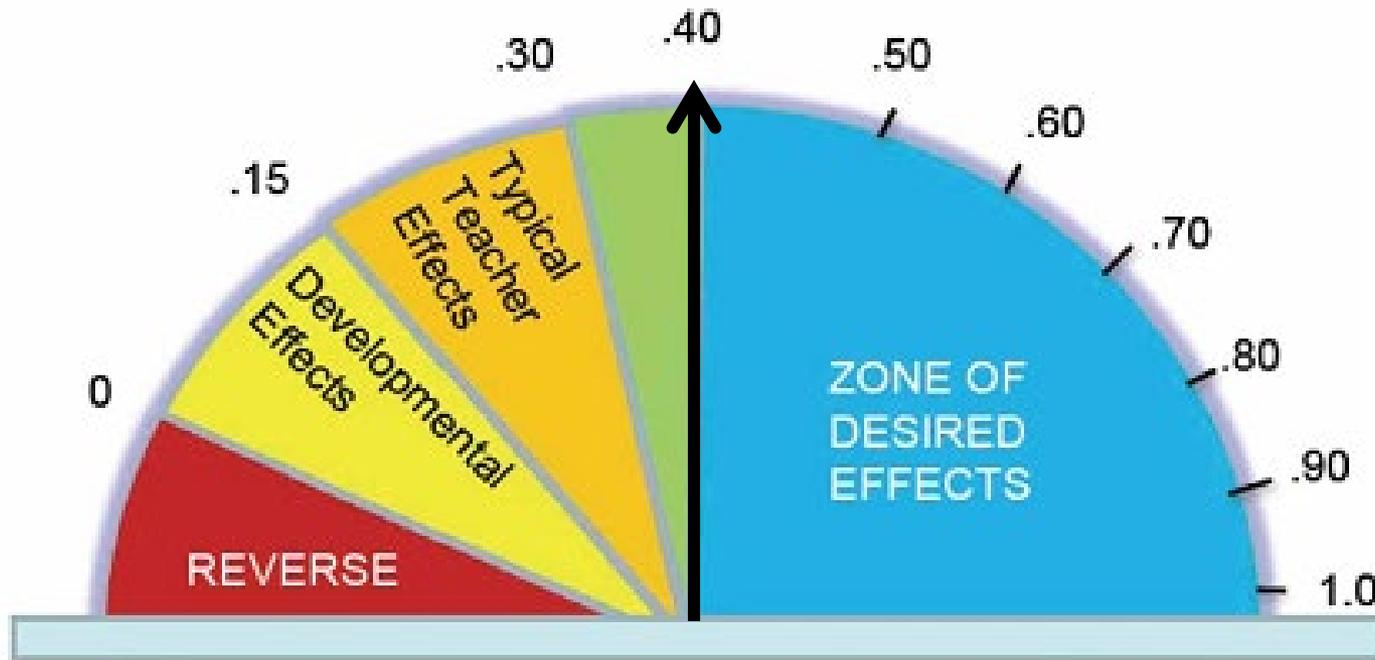




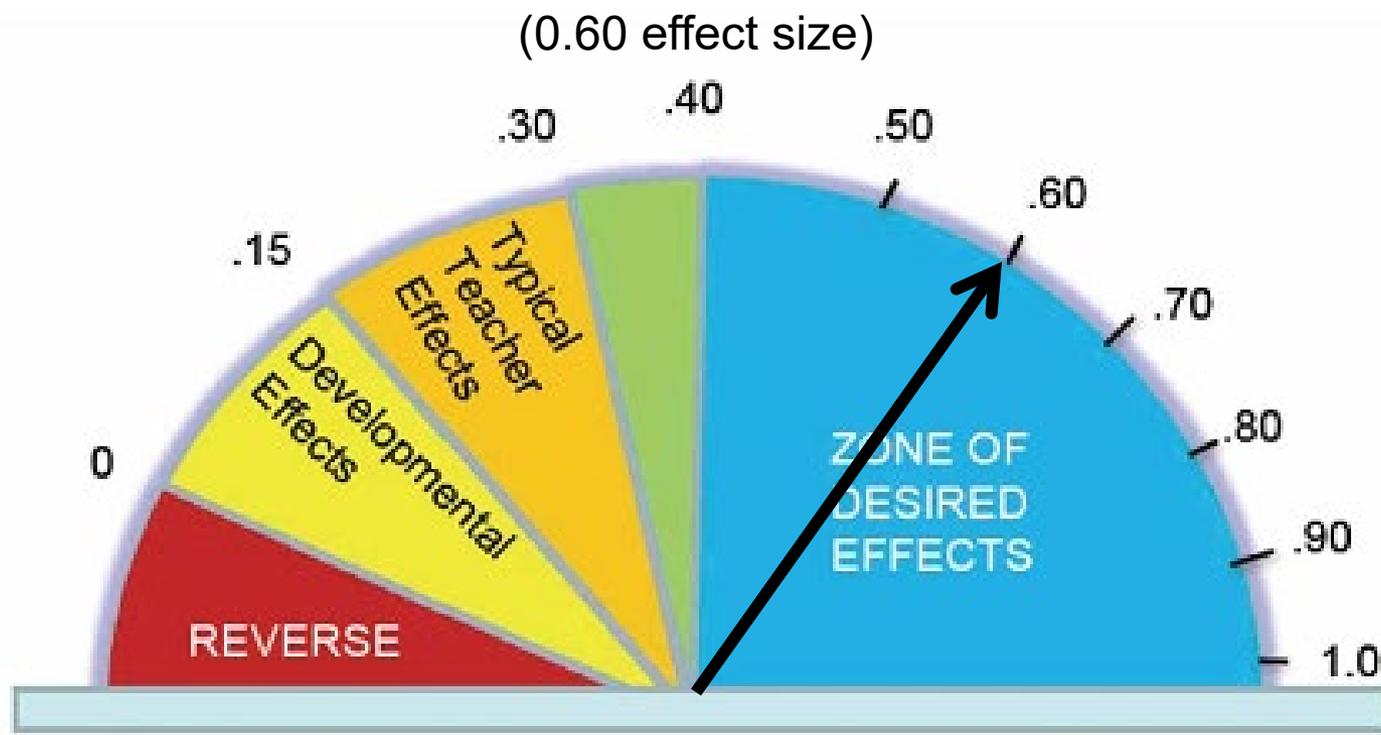
“While there is no doubt that every student in the class is likely to be different, an art of teaching is seeing the commonality in diversity, in having peers work together,...and understanding the differentiation relates more to the phases of learning—from novice, through capable to proficient—rather than merely providing different activities to different (groups of) students.”

Hattie, John. *Visible Learning for Teachers: Maximizing Impact on Learning*. London: Routledge, 2012, pp 97-98.

Effect Size

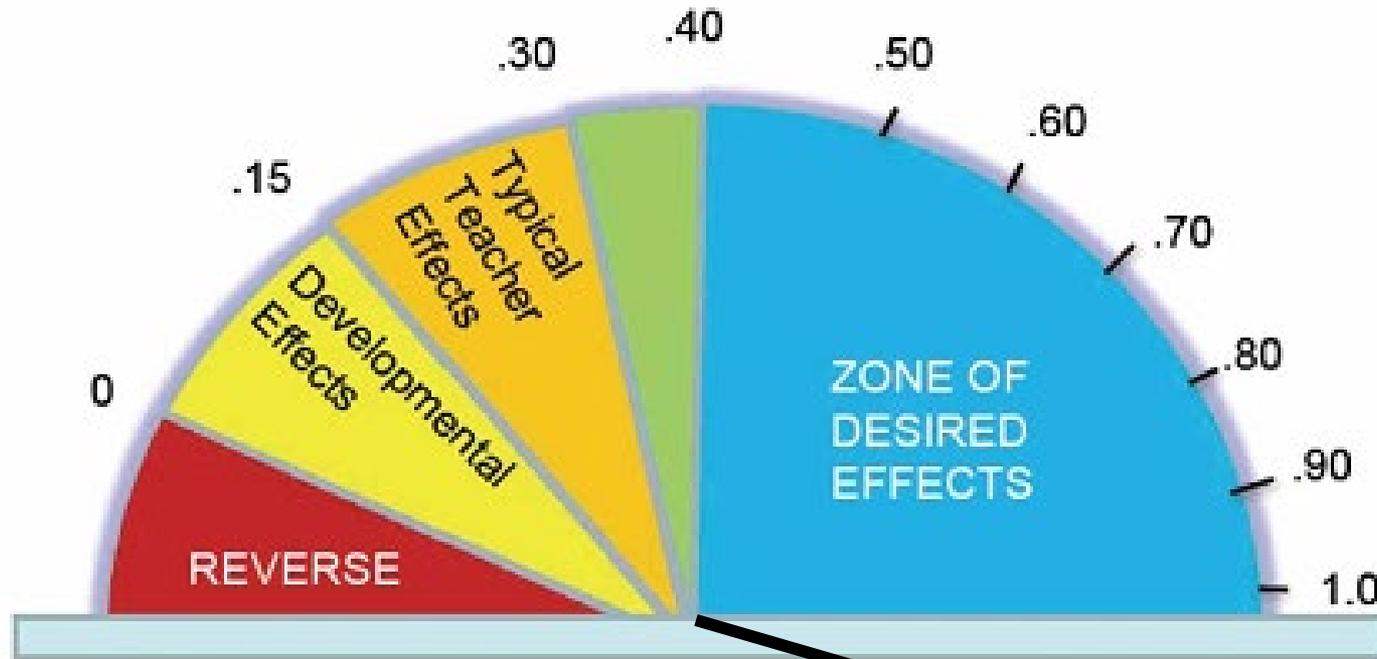


Teaching Strategies



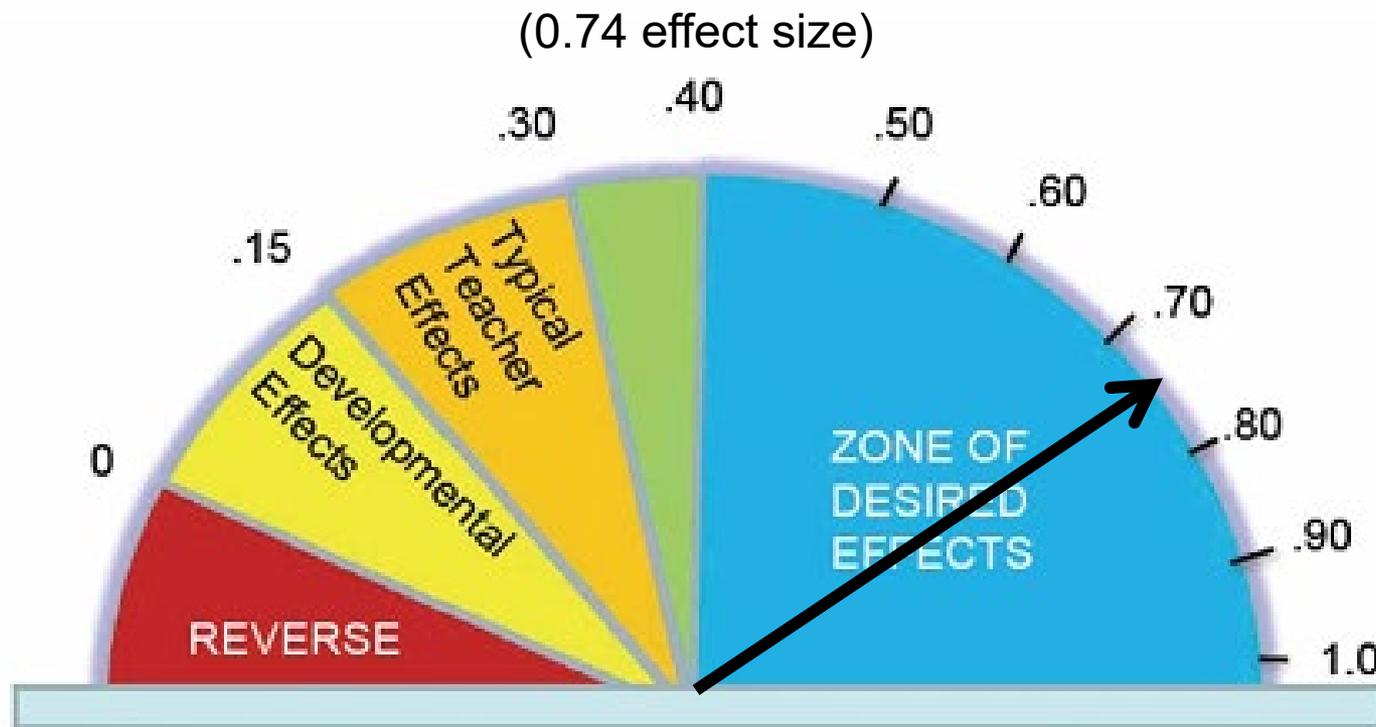
Assessment Capable Learners

(Self-reported grades and student expectations)
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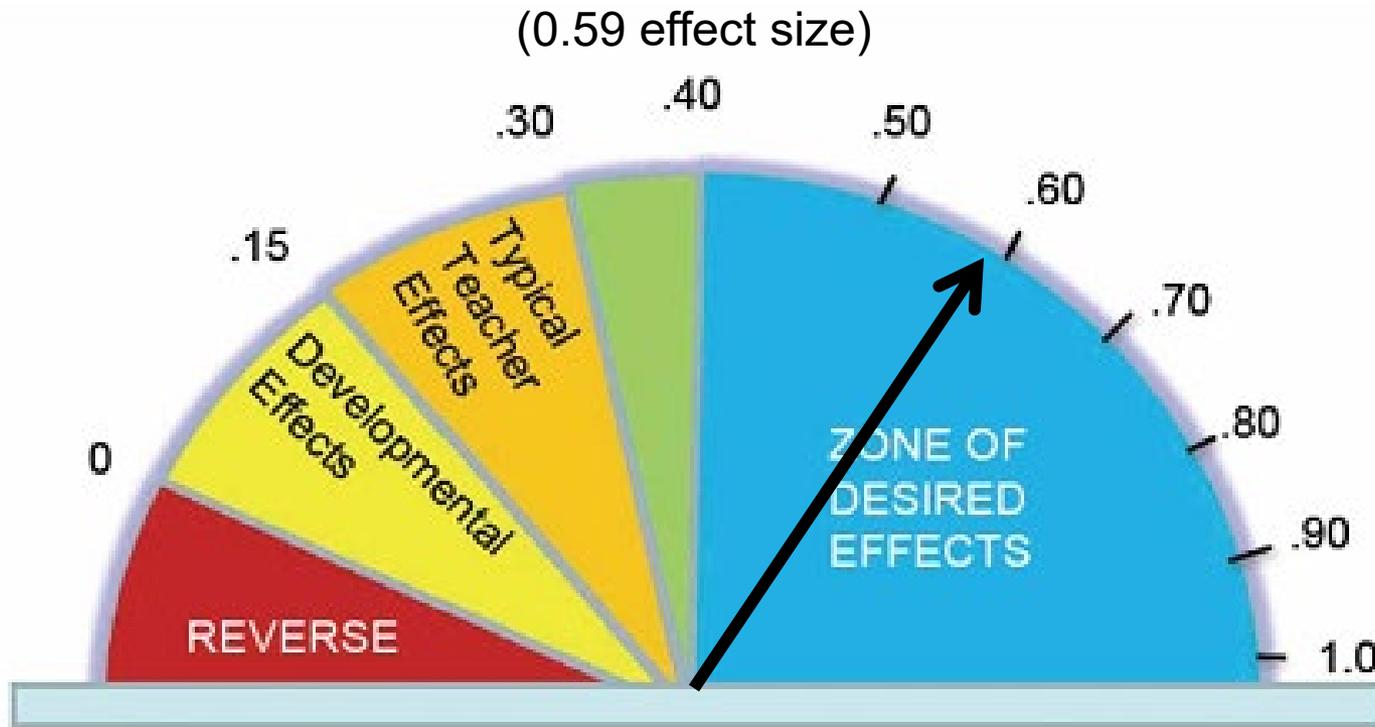


Off the Charts!

Reciprocal Teaching



Direct Instruction

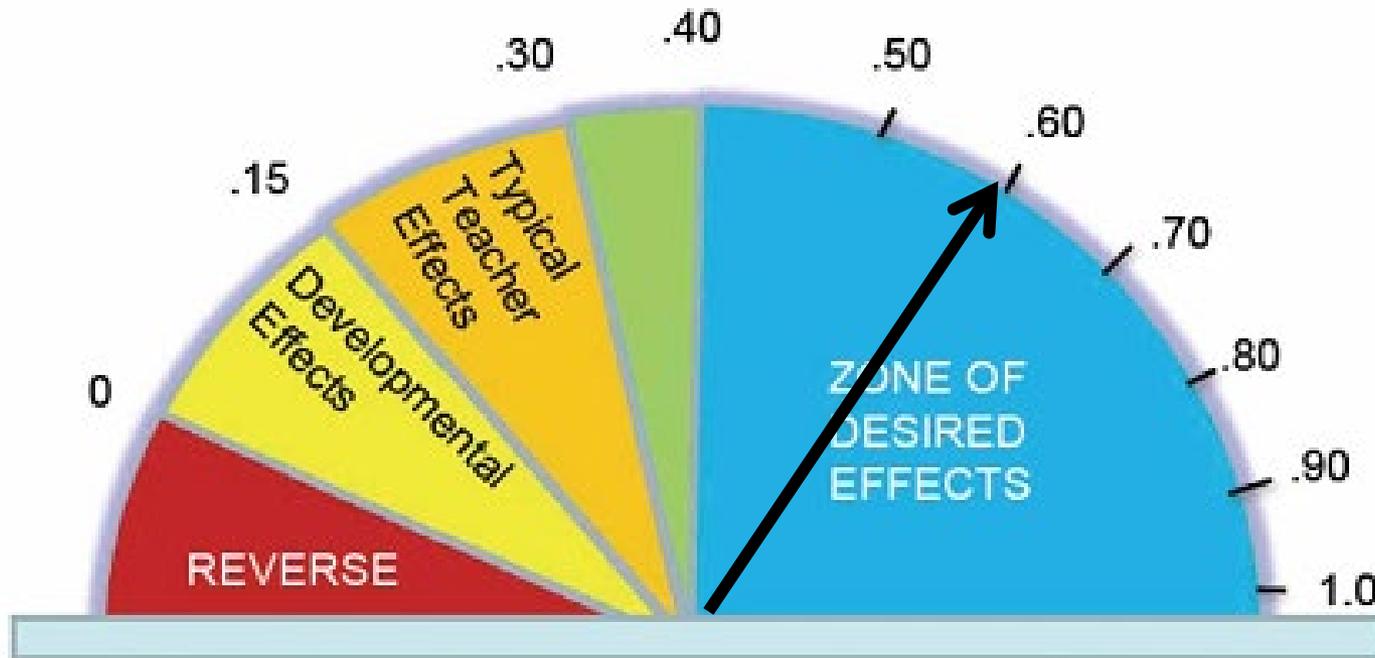


Direct Instruction

1. Learning intentions
2. Success criteria
3. Build commitment and engagement
4. How the teacher presents the lesson
5. Guided practice
6. Closure
7. Independent practice

Cooperative vs. Individualistic Learning

(0.59 effect size)





Differentiated Instruction and

Missouri Educator Evaluation Standards

Differentiated Instruction aligns with the following Missouri Educator Evaluation Standards:

Standard 1, Quality Indicator 2

Standard 2, Quality Indicator 4

Standard 2, Quality Indicator 5

Standard 3, Quality Indicator 2

Standard 3, Quality Indicator 3

Standard 7, Quality Indicator 4

<http://www.dese.mo.gov/eq/documents/StandardsInformationDocument.pdf>

Missouri Teacher Evaluator Standards

- Standard #1: Content Knowledge and Perspectives
Aligned with Appropriate Instruction

Indicator 2: Engaging students in subject matter

- Standard #2: Understanding and Encouraging
Student Learning, Growth and
Development

Indicator 4: Meeting the needs of every student

Indicator 5: Prior experiences, learning styles, multiple
intelligences, strengths and needs

Missouri Teacher Evaluator Standards

□ Standard #3: Implementing the Curriculum

Indicator 2: Develop lessons for diverse learners

Indicator 3: Analyze instructional goals and differentiated instructional strategies

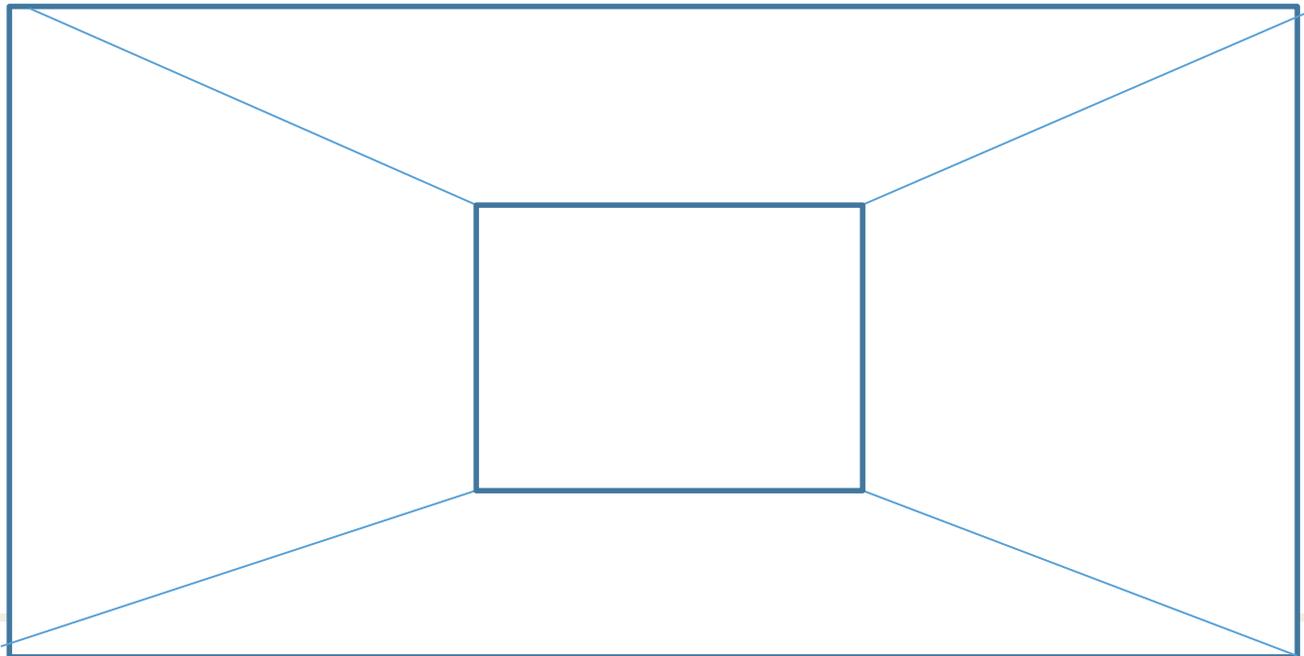
□ Standard #7: Use of Student Assessment Data to Analyze and Modify Instruction

Indicator 4: Effect of instruction on individual/class learning



Placemat Consensus

What are you already doing to differentiate instruction in your classroom?





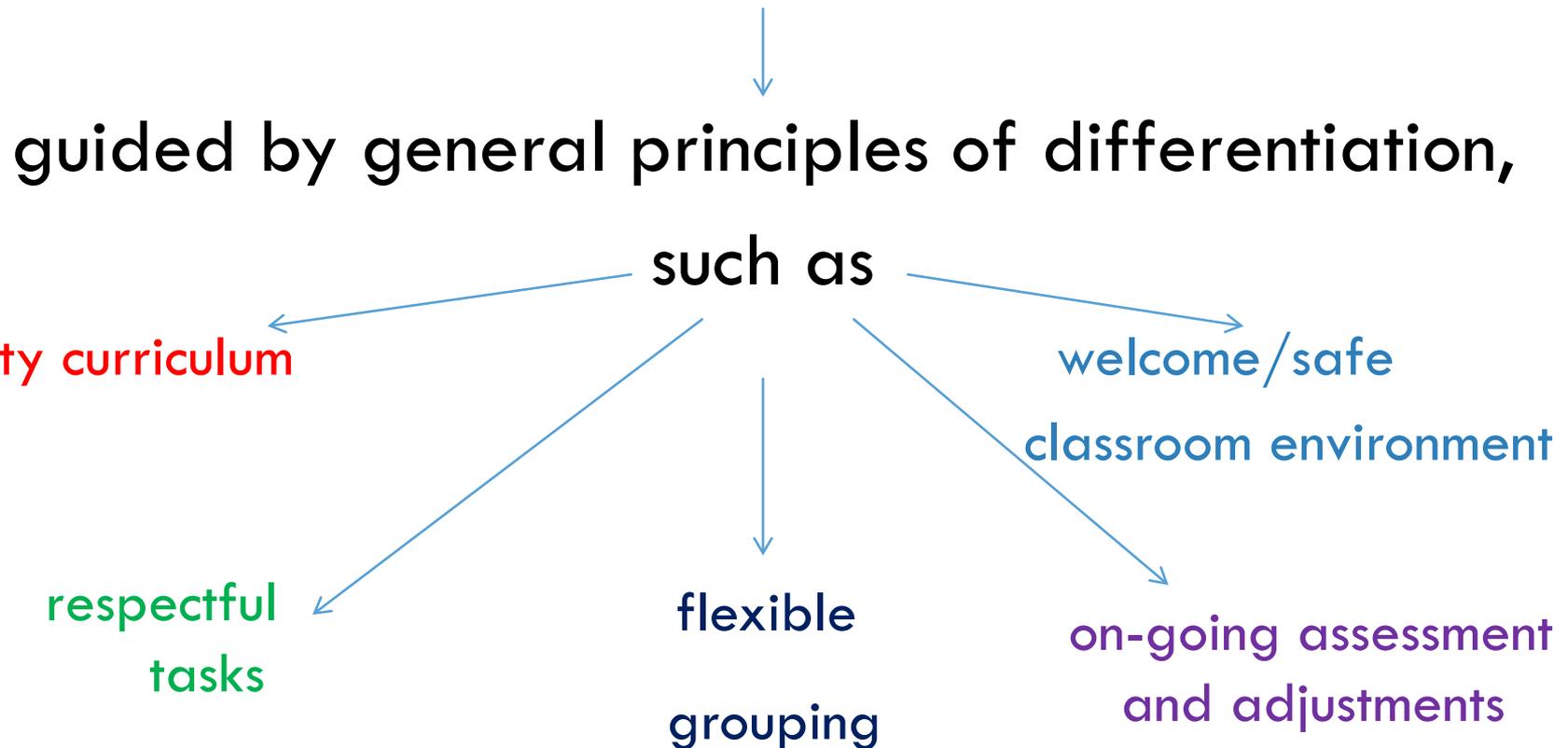
What is differentiated instruction?

Differentiated instruction is an instructional process in which teachers proactively accommodate curriculum, instruction, learning activities, and student products to maximize each student's growth and individual success by meeting their learning needs.



Differentiated Instruction

is a teacher's response to learner's needs





Guiding Principles of Effective Differentiated Instruction

High-Quality Curriculum

Respectful Tasks

Flexible Instructional Arrangements

Formative Assessment

Welcome/Safe Classroom Environment



What is differentiated instruction?

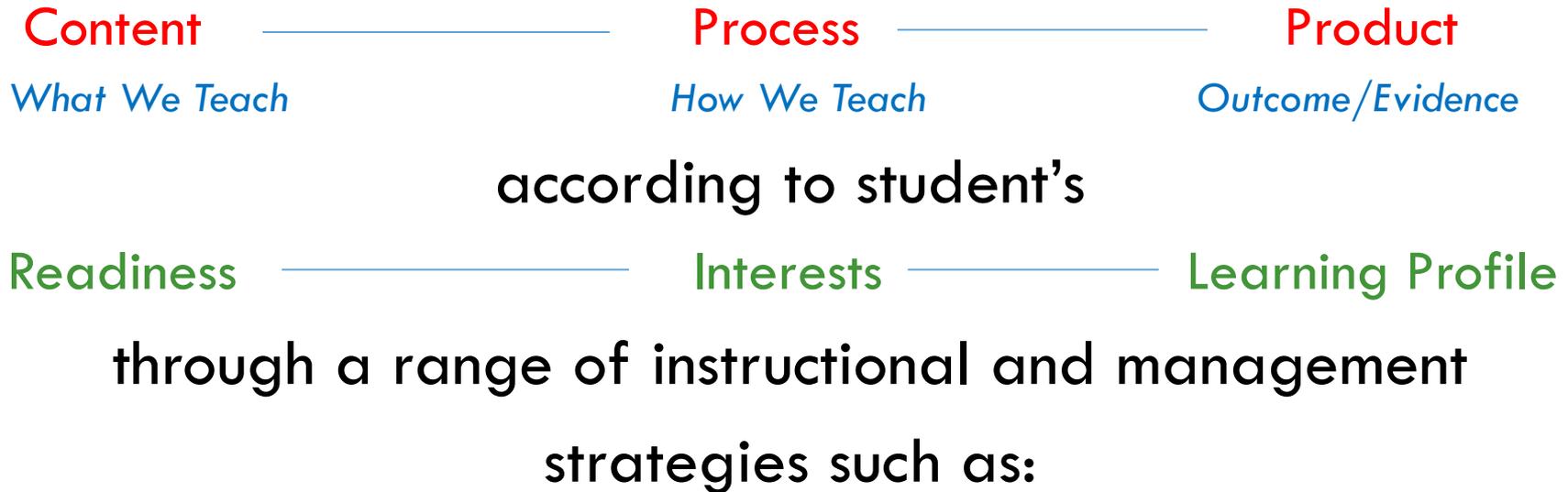
<http://www.youtube.com/watch?v=bApuBiitL8Q>

Eyeball to Eyeball





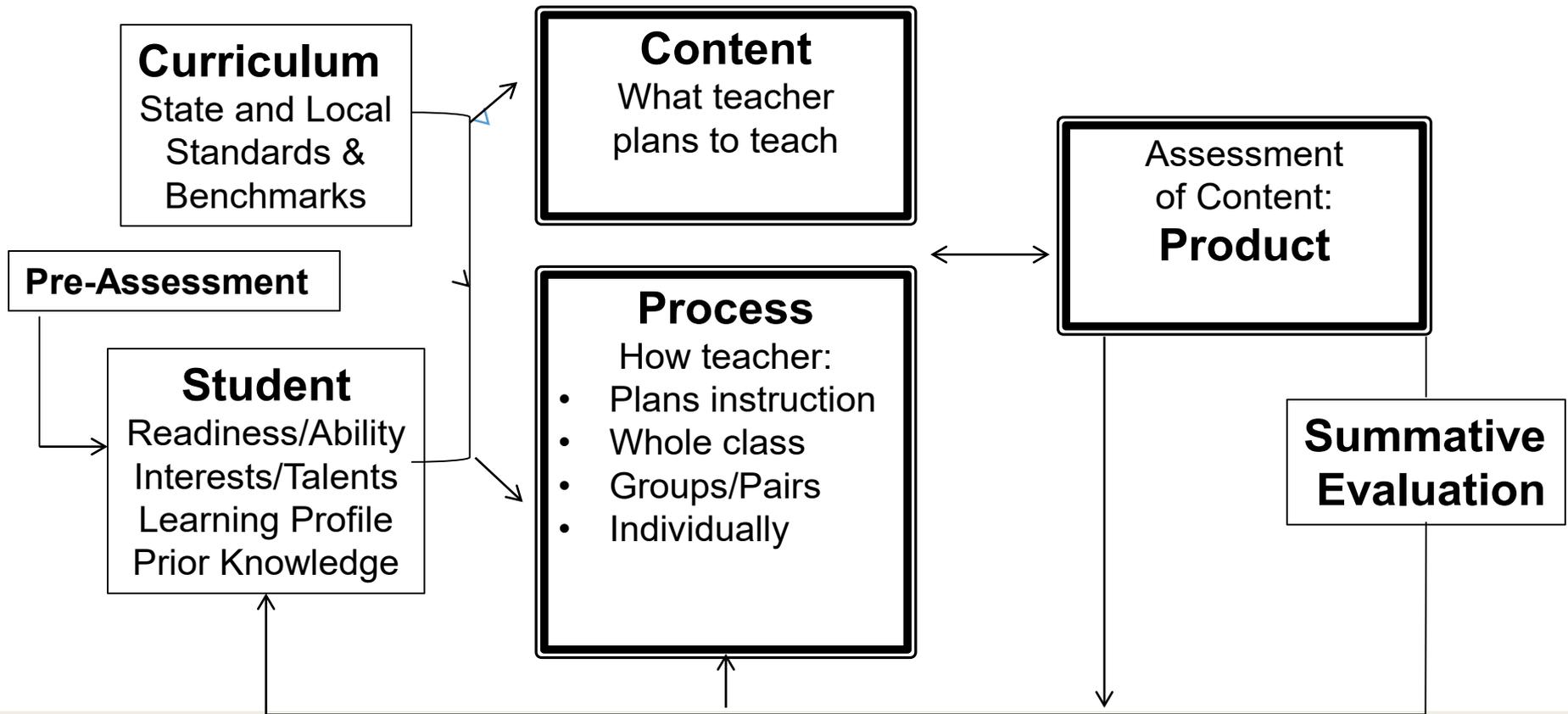
Teachers can differentiate



adjusting questions, anchor activities, interest centers, learning centers, compacting, cubing, graphic organizers, independent projects, learning contracts, menus, rubrics, scaffolding, student choice, think-pair-share, tic-tac-toe, tiered instruction and more.

Tomlinson, Carol A. *The Differentiated Classroom: Responding to the Needs of All Learners.*

Learning Cycle and Decision Factors Used in Planning and Implementing Differentiated Instruction



Adapted from Oaksford, L. & Jones, L., 2001.
Differentiated Instruction Abstract.

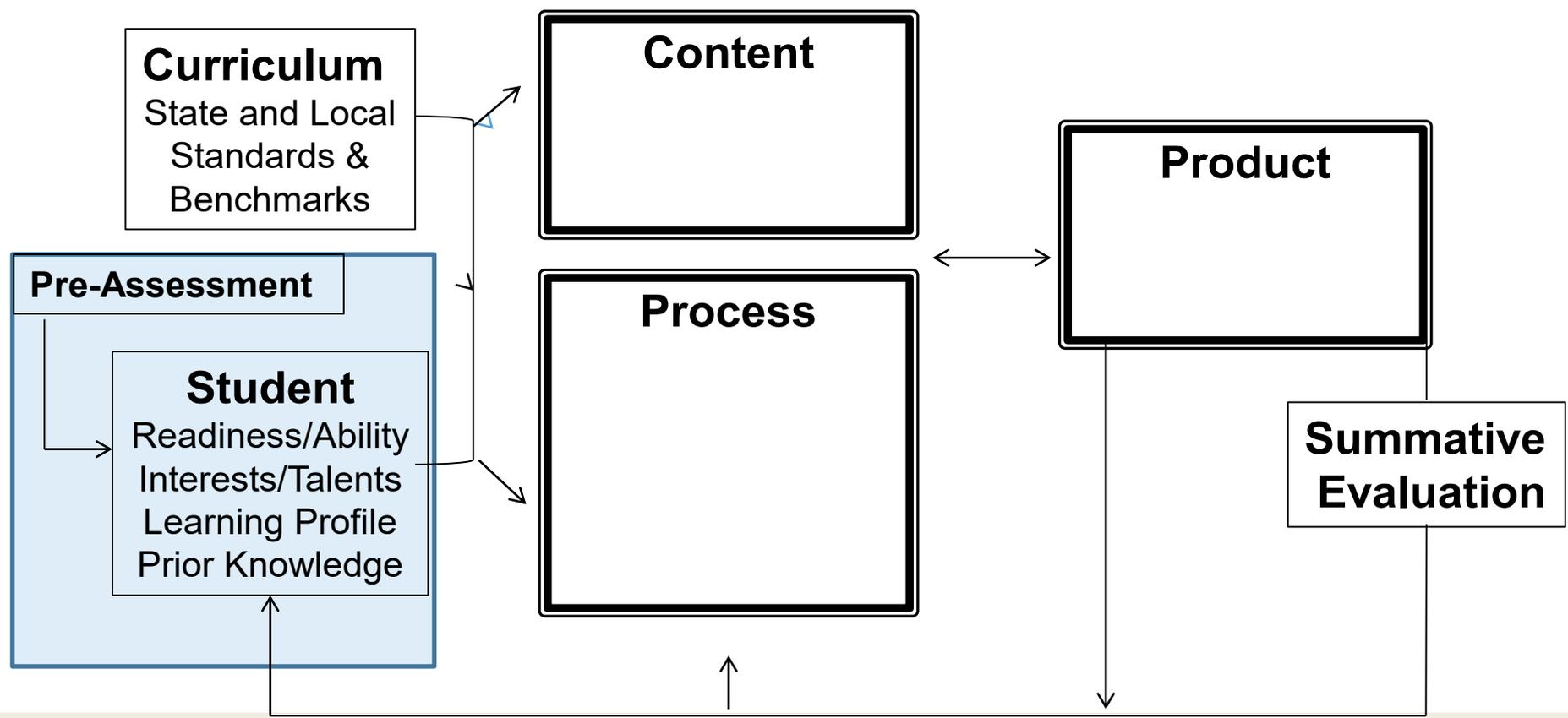


Where do I begin?





Learning Cycle and Decision Factors Used in Planning and Implementing Differentiated Instruction



Adapted from Oaksford, L. & Jones, L., 2001. *Differentiated Instruction Abstract*.



Who We Teach

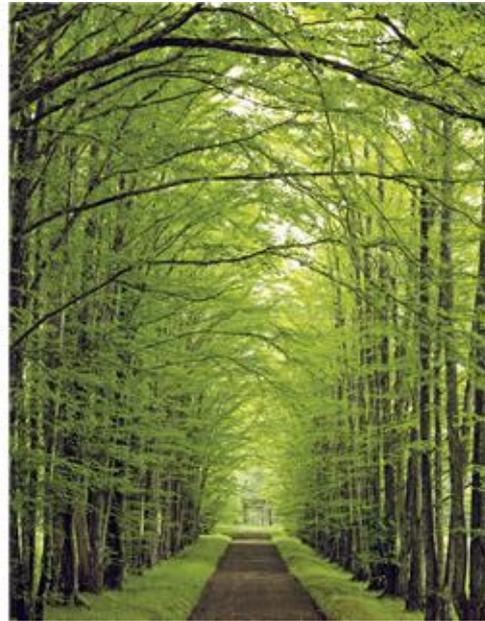
- Readiness
- Interest
- Learning Profile
- Prior knowledge





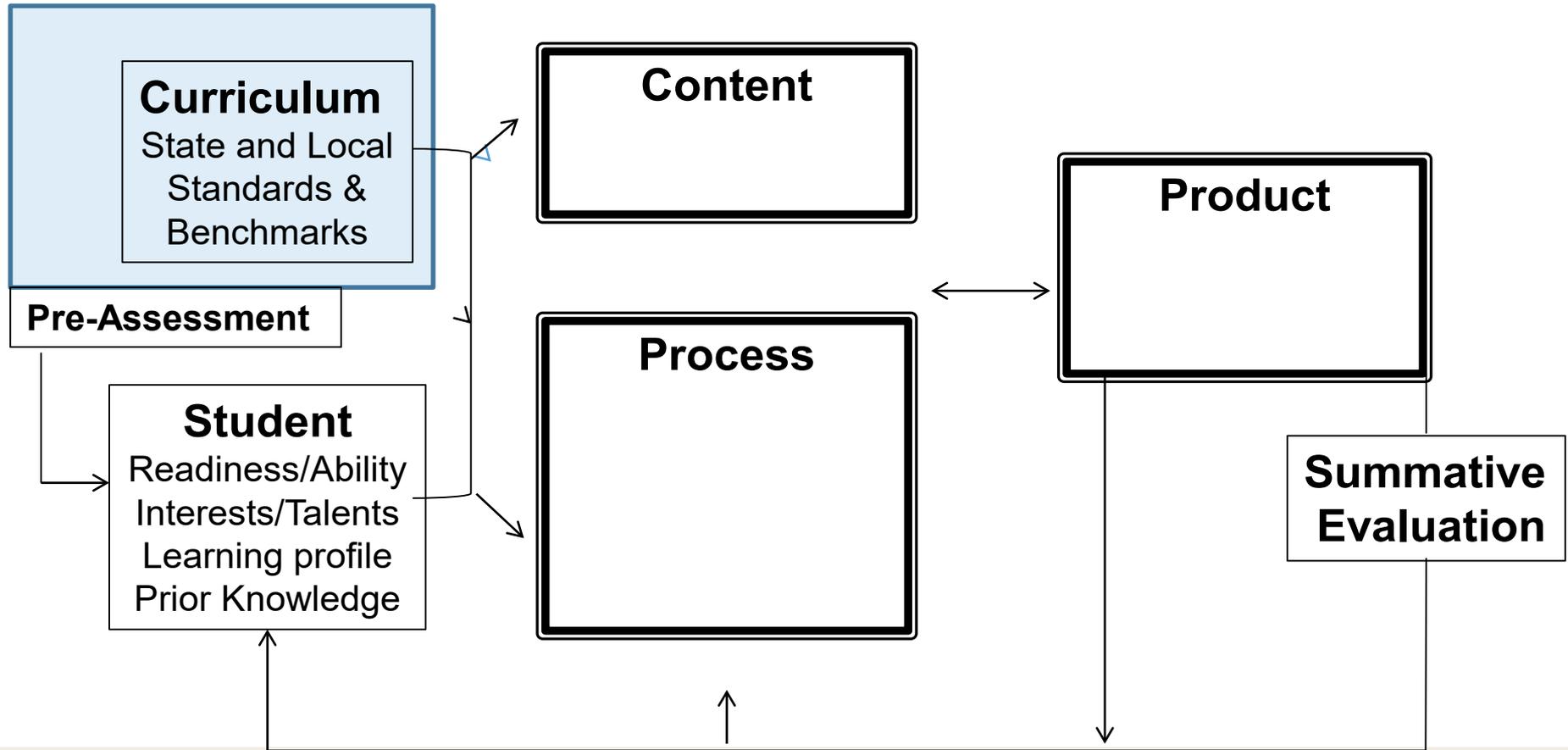
Begin with the End in Mind

Visualize
what you
want
students
to
learn...



and work
backwards
from there!

Learning Cycle and Decision Factors Used in Planning and Implementing Differentiated Instruction



Adapted from Oaksford, L. & Jones, L., 2001.
Differentiated Instruction Abstract.



What will students learn?

1. Identify essential academic content standards.
2. Recognize “building blocks” in standards.
(Readiness and leverage)
3. Locate “frequency” in standards. (Endurance)
4. Identify “rigor” in standards. (DOK level)
5. Identify how those desired results look
and what assessment evidence is needed.

<https://www.teachingchannel.org/videos/differentiating-instruction?resume=0>

Guided Notes



Stand UP, Hand UP, Pair UP

Take a moment and write down three key things you've learned so far about planning for differentiated instruction.

Now, ***Stand UP, Hand UP, and Pair UP!***

Share your ideas!

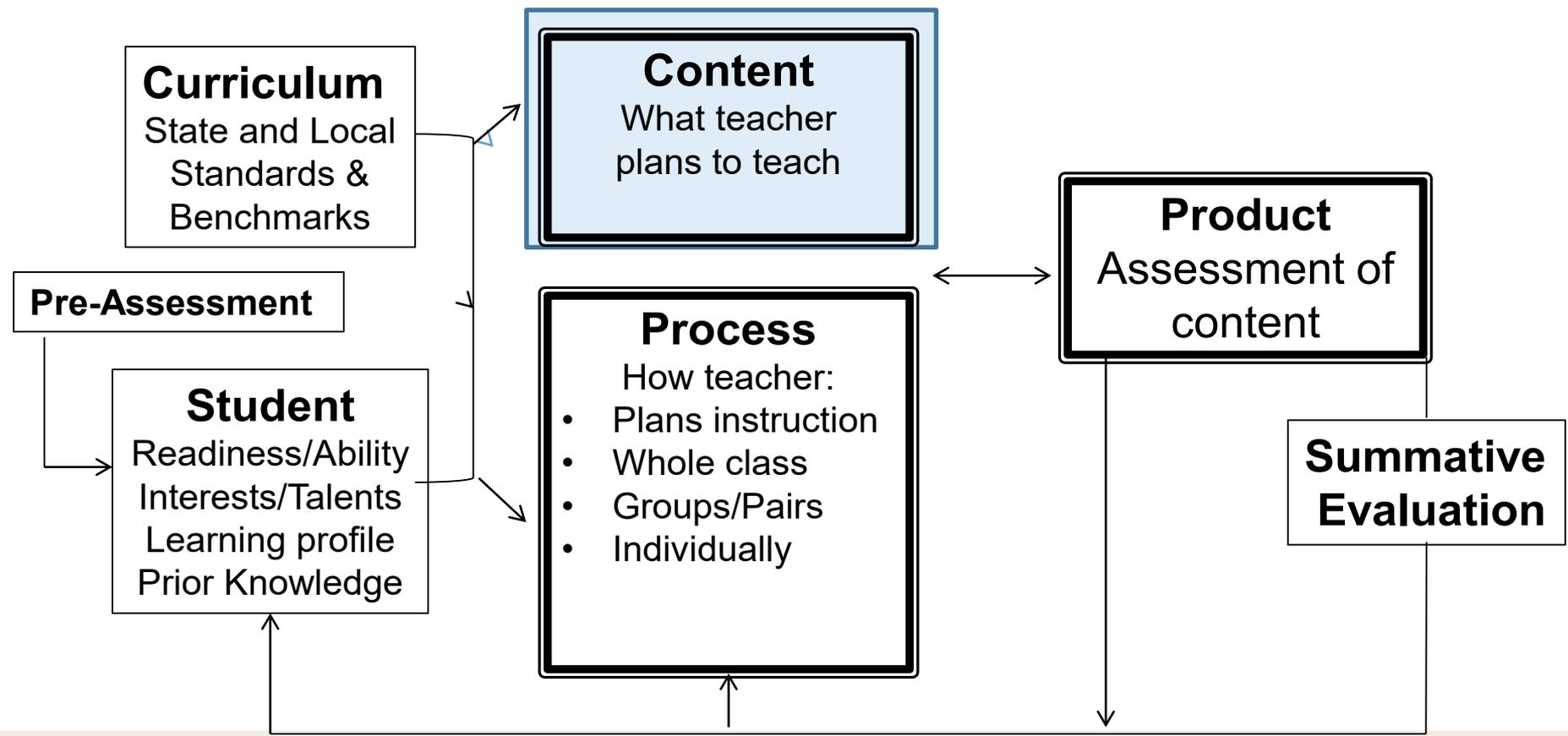


Break





Learning Cycle and Decision Factors Used in Planning and Implementing Differentiated Instruction



Adapted from Oaksford, L. & Jones, L., 2001. *Differentiated Instruction Abstract.*

Content – What students will **learn** and the **materials** that represent that

Process – **Activities** through which students make sense of key ideas using **essential skills**

Product – How students **demonstrate** and extend what they **understand and can do** as a result of a span of learning

Tomlinson, Carol Ann. *The Differentiated Classroom: Responding to the Needs of All Learners*. 1999 (New Jersey: ASCD), p. 48

<http://www.youtube.com/watch?v=akvDT9KFZPw>



Content Differentiation

1. Using pre-assessment data, develop materials, find resources, and organize those resources to meet students' needs.
2. Align tasks and objectives to learning goals.
3. Be sure instruction is concept-focused and principle-driven.

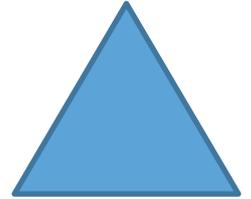
Differentiated Instruction and Implications for UDL Implementation.

Rep. National Center on Accessing the General Curriculum

Strategies for Differentiating Content

- Providing a variety of materials
- Provide options for perception
- Provide options for comprehension
- Tiered Content
- Compacting

Variety of Materials



Provide Options for Perception

Say It! – Lectures, discussions, questioning, read aloud, verbal description

Show It! -Pictures, graphics, transparencies, white boards, film, captions

Model It! – Demonstrate, think aloud, act out, build/construct/provide manipulatives

Media Options – Video, audio, computer, television

Options for Comprehension

- Activate or supply background knowledge.
- Highlight patterns, critical features, big ideas, and relationships.
- Guide information processing, visualization, and manipulation.
- Maximize transfer and generalization.

www.udlcenter.org/aboutudl/udlguidelines/principle1#1_g1

Tiered Content



- ❑ Same activity but content varies in difficulty
- ❑ Blends assessment and instruction
- ❑ Students divided into 3 groups

<http://iris.peabody.vanderbilt.edu/module/di/cresource/q2/p05/#content>

WHAT CAN BE TIERED?

- ASSIGNMENTS
- ACTIVITIES
- CENTERS & STATIONS
- LEARNING CONTRACTS
- ASSESSMENTS
- MATERIALS
- EXPERIMENTS
- WRITING PROMPTS
- HOMEWORK



Professional Development to Practice

Subject:	Mathematics
Grade:	First
Standard:	Numbers and Operations
Key Concept:	Students understand and represent commonly used fractions such as $\frac{1}{4}$ and $\frac{1}{2}$.
Generalization:	Students will be able to illustrate how fractions represent part of a whole.
Background:	Fractions (halves/thirds) have been introduced and illustrated by the students with pictures. Materials: Paper circles, squares, rectangles, triangles
Tier I:	Using paper circles (pizza) and squares (sandwich), students in pairs determine how to share the food equally and illustrate by folding the paper. Have two pairs determine how they can share equally with four people. They can cut the parts and stack them to see if they match. Have the quad repeat the process for sharing a Reese's Peanut Butter Cup equally with three people.
Tier II:	Using paper circles (pizza) and squares (sandwich), have students in triads determine how to share the food equally and illustrate by folding the paper. Have two triads determine how they can share equally with six people. Have the group of six repeat the process for sharing a birthday cake with 12 people. In each case, they can cut the parts and stack to match. Have the group start with half a cake and divide equally for 3, 6, and 12 people.
Tier III:	Using paper rectangles (sandwiches) and triangles (slices of pie), have students in pairs determine how to share the food in three different ways to get two equal parts. Have them illustrate by folding the paper. Are there other different ways to divide each shape equally? How many ways are there? Have the pair determine which shapes—circles, squares, rectangles, triangles—are easier to divide evenly and illustrate why with a particular food of their choice.
Assessment:	As the students work, the teacher will circulate among the groups and note the children's abilities to divide materials into equal parts and to recognize and check for equal parts. Can children explain orally how many equal parts there are and demonstrate how they know the parts are equal? It is at the teacher's discretion to determine which children need more in-depth questioning to ascertain mastery of the concept.

Figure 1

Tiered Lesson in Mathematics: Tiered in Content According to Readiness

<http://www.learnnc.org/lp/multimedia/15816>



When Tiering:



Adjust---

- Level of Complexity
- Amount of Structure
- Materials
- Time/Pace
- Number of Steps
- Form of Expression
- Level of Dependence

Compacting

- Designed with advanced learners
- Allows students to skip content they know or to proceed quickly through content.

3 Steps for Compacting Curriculum

1. Assess students' knowledge (90% or higher)
2. Create a plan with the student for mastering all parts of the curriculum
3. Create plan for enrichment activities

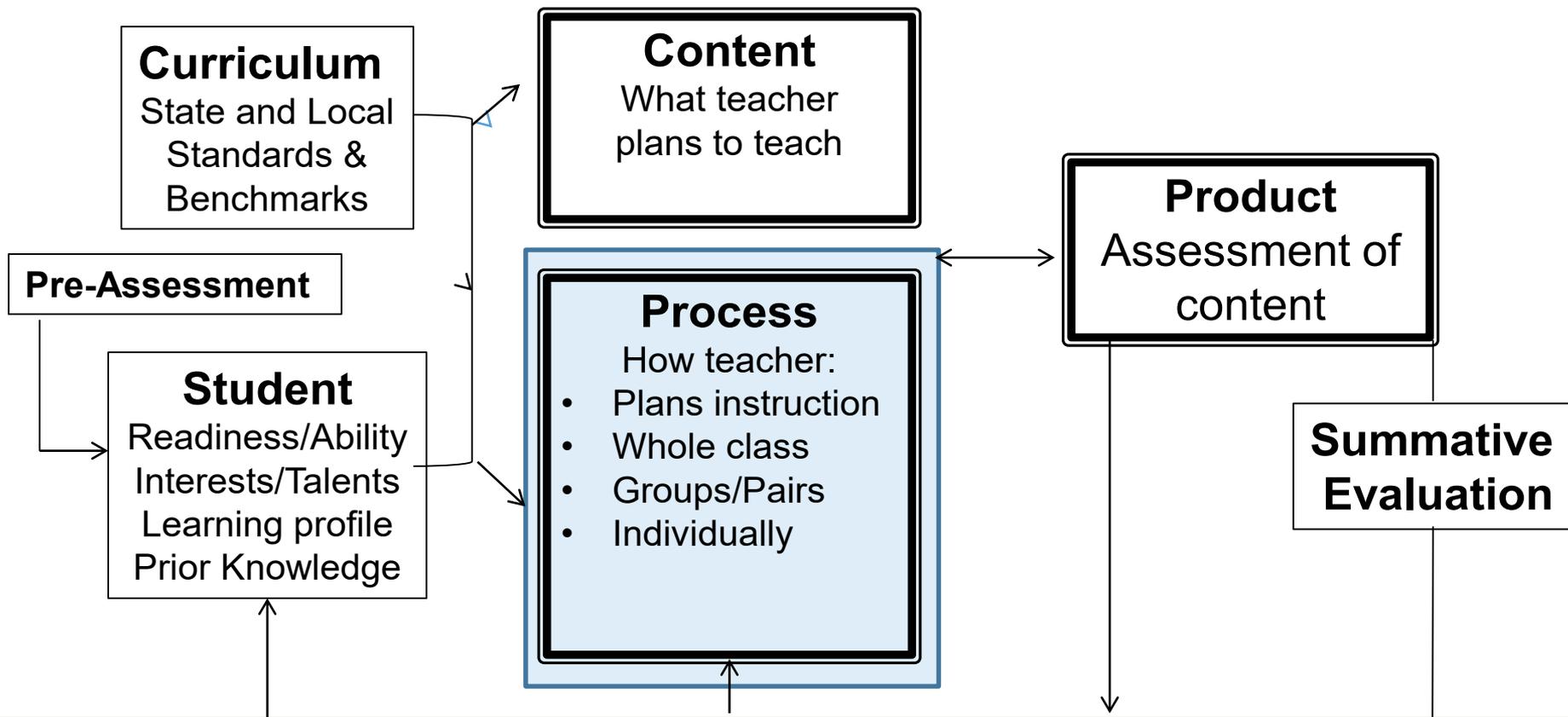


Walk About

1. Reflect about these five strategies for differentiating content and the resources you have available to do them.
2. Walk about the room, meet someone new, and discuss how you could implement any of these strategies in your classroom.



Learning Cycle and Decision Factors Used in Planning and Implementing Differentiated Instruction



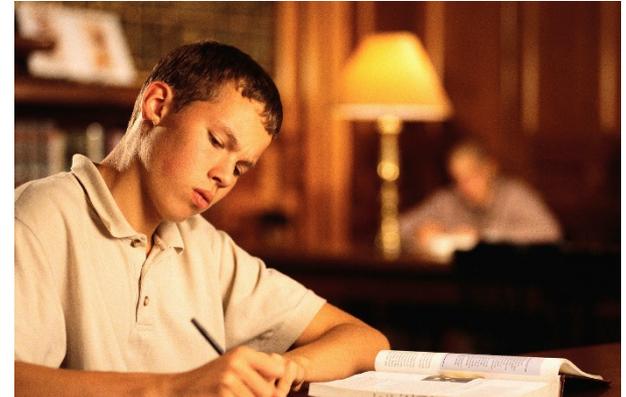
Adapted from Oaksford, L. & Jones, L., 2001.
Differentiated Instruction Abstract.

Process Differentiation

Activities through which students make sense of key ideas using **essential skills**

- Teach the same concept or skill to each student; however, the manner in which each student makes sense of the topic or skill can vary.
- Vary the activities students use to master the concepts or skills (readiness, interests, learning profile)
- Break the students into groups or pairs to work on different activities or might assign individual tasks.

Flexible Instructional Arrangements



Tomlinson, Carol A. *How to Differentiate Instruction in Mixed-ability Classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development, 2001.

Strategies for Differentiating Process

- Tiered Activities
- Learning Centers/Stations
- Interactive Journals**
- Graphic Organizers
- Jigsaw Activities
- Manipulatives/Technology**

*use the following website as your resource

<http://teaching.monster.com/benefits/articles/8484-using-technology-to-differentiate-instruction>



Modified Jigsaw

<http://iris.peabody.vanderbilt.edu/module/di/cresource/q2/p06/#content>

1. Divide group into 5 smaller groups.
2. Assign each group a strategy using the website above.
3. Read and highlight key points about this strategy.
4. Reflect on how you could use this strategy in your classroom and write down ideas.

Modified Jigsaw- continued

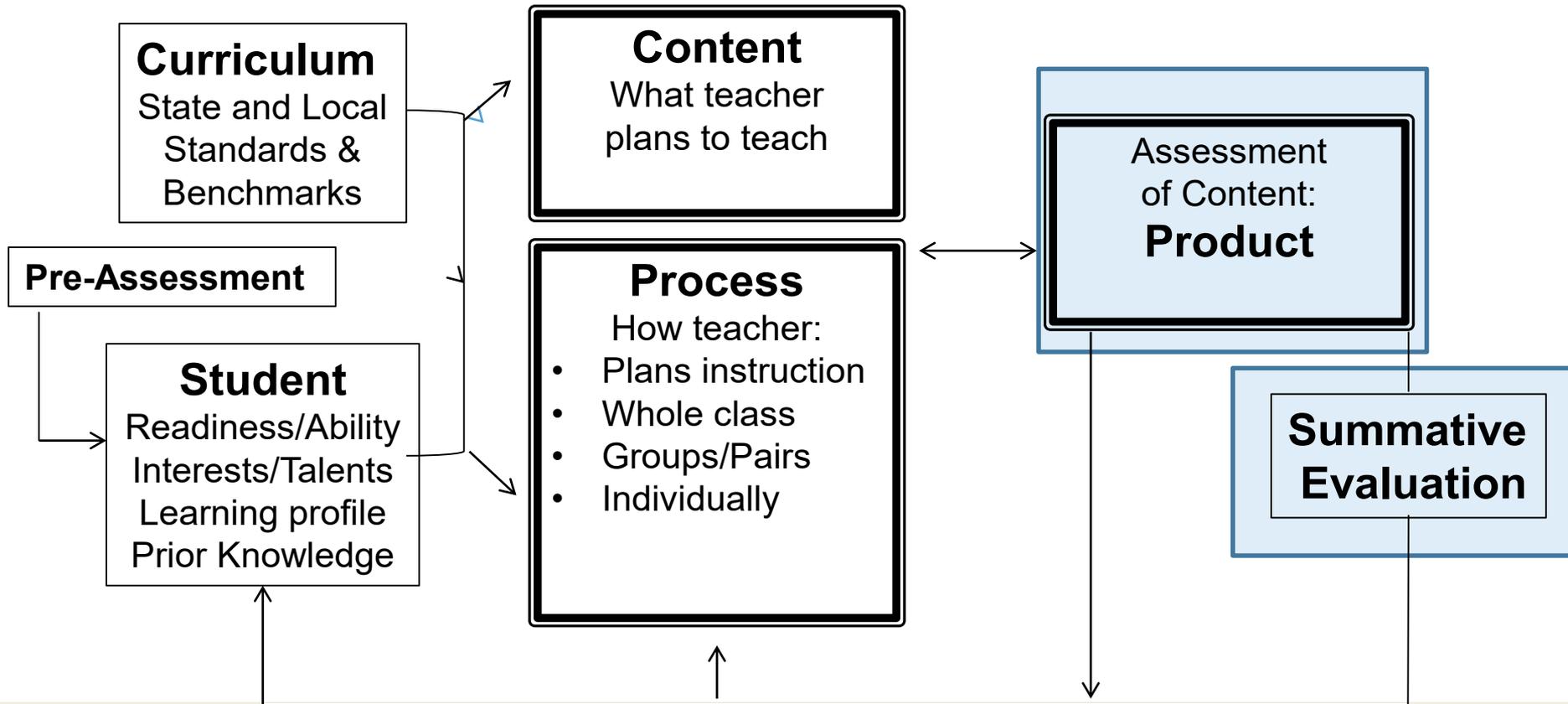
5. Discuss with your group and select the most important information to share about the strategy, plus 2-3 ways the strategy could be implemented in classrooms.
6. Each group shares aloud with whole group.

Differentiation in Action!

- ❑ How does using technology give Mr. Pronovost the freedom to differentiate?
- ❑ Notice the difference between Planet Turtle and Dream Box. Why did Mr. Pronovost choose to use both programs?
- ❑ How does Mr. Pronovost structure his lesson to incorporate technology?

<https://www.teachingchannel.org/videos/differentiating-in-math>

Learning Cycle and Decision Factors Used in Planning and Implementing Differentiated Instruction



Adapted from Oaksford, L. & Jones, L., 2001. *Differentiated Instruction Abstract*. Tallahassee, FL: Leon County Schools



Product Differentiation

How students **demonstrate** and extend what they **understand and can do** as a result of a span of learning

1. Commit to a full range of assessment practices.
2. Determine a product that is acceptable evidence of mastery of concepts and/or skills.
3. Include visual, auditory, and kinesthetic (i.e. involving movement or hands-on activities) options as well as analytic, creative, and practical ones.

Strategies for Differentiating Product

- Tiered Products
- Tic-Tac-Toe / Choice Boards
- Learning Menus
- RAFTS

Tiered Products

Design a range of products that are challenging for students at different levels of readiness, such as:

Design a Web page

Build a planetarium

Do a demonstration

Create authentic recipes

Write poems

Compile a brochure

Conduct a debate

Generate charts to
explain ideas

Tic-Tac-Toe

- ❑ A method of offering students choices in the type of products they complete to demonstrate their knowledge.
- ❑ Usually a nine-cell table of options.
- ❑ Several variations on this method:
 - Students choose three product options that form a horizontal, vertical, or diagonal line.
 - Students choose one product choice from each row or from each column (without forming a straight line).
 - The teacher can create two or more versions to address the different readiness levels

Tic-Tac-Toe/Choice Board for a Book Report

Draw a picture of the main character	Perform a play that shows the conclusion of the story	Write a song about one of the main events
Write a poem about two main events in the story	Make a poster that shows the order of events in the story	Dress up as your favorite character and perform a speech telling who you are
Create a Venn diagram comparing and contrasting the introduction to the closing	Write two paragraphs about the main character and the role they played in the plot of the story	Write two paragraphs about the setting and its importance to the story

Learning Menus

<https://www.teachingchannel.org/videos/differentiating-instruction-strategy>

- Why is student choice an important part of differentiation?
- How does the structure of an assignment (graphic organizer, website, brochure) help students summarize content?
- How does Ms. Vagenas assess student learning after each phase of the project?

Designing R.A.F.T.S. Writing Assignments

- Role of the writer**
- Audience for the piece of writing**
- Format of the material**
- Topic or subject of the piece of writing**
- Strong verb**

<http://daretodifferentiate.wikispaces.com/file/view/RAFTS%203.pdf/33195143/RAFTS%203.pdf>

R.A.F.T.S. Activity

Role	Audience	Format	Topic	Strong Verb
Hard-to-reach student	Teachers	Advice column	How to reach me	Descriptive
Parent of a struggling learner	My child's teacher	Note	Here's what I want for my child	Persuade
Teacher who works to create a differentiated classroom	Administrators and policymakers	Formal request	Is anybody out there listening?	Inform
New teacher	Peers and administrators	Plea	Help me get to know my students	Invite



Creating a Powerful Product Assignment

1. Identify the essentials of the unit/study.
2. Identify one or more formats or “packaging options” for the product.
3. Determine expectations for quality in content, process, and product.
4. Determine ways to scaffold and assist learners so they may reach a new level of possibility.



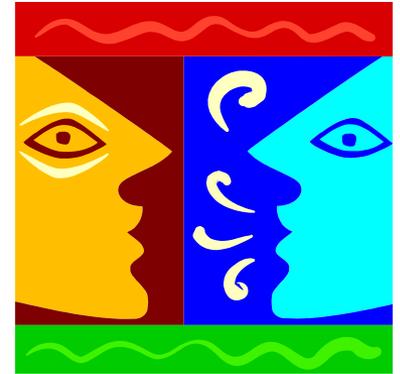
5. Develop a product assignment that helps students rethink, use, and extend what they have learned over a long period of time.
6. Differentiate or modify versions of the assignment based on student readiness, interest, or learning profile.
7. Coach for success!



Think-Pair-Share

Think about which of these ways to differentiate products would work best for your students.

Pair with someone.



Share your ideas with each other.



Putting it All Together

<http://www.youtube.com/watch?v=LGYa6ZacUTM>

Low-Prep Differentiation

- Choices of books
- Use of collaboration, independence, and cooperation
- Multiple levels of questions
- Reciprocal teaching
- Student-teacher goal setting
- Varied computer programs
- Use of reading buddies

Adapted from Tomlinson, 2001, p. 34

High-Prep Differentiation

- Tiered activities/assignments
- Independent studies
- Multiple texts
- Compacting
- Literature Circles
- Choice Boards/Learning Menus

Adapted from Tomlinson, 2001, p. 34



Putting It All Together

1. What will students learn?
2. How will you determine acceptable evidence?
3. What differentiated activities will maximize learning for *all* students?
4. What materials will you need to teach the lesson?
5. How will you present the lesson to the students and in what order?



Here's How It Looks

Here's how differentiated instruction looks at Forest Lake Elementary in Columbia, South Carolina.

<http://www.youtube.com/watch?v=AqepSNNjowU>

Benefits For Implementing Differentiated Instruction

- MORE students learn MORE 'stuff' MORE of the time.
- Powerful learning occurs the first time; decreasing the need for repetition and drill.
- There are decreases in curriculum and instruction casualties
- Behavior problems are decreased due to an increase in student engagement.
- Both students and teachers feel empowered!



Essential Questions

1. What are the key principles of differentiated instruction?
2. What effective instructional strategies that support differentiated instruction will you implement in your classroom?
3. What changes will you make to support differentiated instruction?



Inside-Outside Circle

1. All participants stand in one large circle. Then form pairs. One person in each pair steps INSIDE the circle and faces his/her partner, creating two concentric CIRCLES (a circle within a circle)
2. The inside person answers the first question, while the outside person listens.
3. The outside person then may add other details or suggestions to the first question.
4. Rotate inside circle 3 people to the right. Repeat with question 2. Outside person should respond first.
5. Once more rotate inside circle 2 people to right. Finish with question 3, allowing inside person to speak first, followed by outside person.
6. Thank this person and return to your seat.

Closing Thoughts

- Start SLOW- but *start*
- Start SMALL – and *grow*
- Conduct a self-inventory/reflect on your skills and knowledge
- Research more about differentiated instruction.
- Explore ways to differentiate in your classroom.
- Find a buddy/mentor.
- Form a cadre.



Next Steps

Implementation Fidelity

Differentiated Instruction

Implementation Fidelity Checklist

Instructions: This checklist is designed for frequent checking on the fidelity of implementing differentiated instruction. Fidelity should be monitored "early and often" (Brans, Paris, & Stahlmiller, 2013) especially early in implementation. It is recommended that educators call-monitor their fidelity daily during early implementation. A on-site coach may also observe and use this form to record fidelity. Completed checklists can be discussed during coaching conversations. If the number of "Yes" items is repeatedly fewer than four(4), then coaching may be beneficial.

Date:	Teacher (I)...	Yes	Partially	No	If partially or no, explain.
1	Align my lessons to academic learning standards.				
2	Use a variety of resources and materials to support differentiating content.				
3	Flexibly group students based on instructional needs in my classroom.				
4	Design respectful, engaging tasks to meet the needs of students.				
5	Use a variety of instructional strategies to meet the needs of my students.				
6	Use on-going formative assessment to ensure student growth and success.				
7	Provide choice in product or assessment for student demonstration of learning.				
	Total				

Date:	Teacher (I)...	Yes	Partially	No	If partially or no, explain.
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	Total				

Practice Profile

Differentiated Instruction Practice Profile

Implementation with fidelity requires clearly described implementation criteria. The Practice Profile framework has recently been developed by the National Implementation Research Network (NIRN) as a way of outlining implementation criteria using a rubric structure with clearly defined practice-level characteristics (NIRN, 2011). According to NIRN, the Practice Profile emerged from the conceptualization of the change process outline in the work of Hall and Hord's (2006) Innovation Configuration Mapping (NIRN, 2011).

The Practice Profile template includes four pieces and is anchored by the essential functions. First, as a header is the foundation of implementation that philosophically grounds implementation. Then moving from left to right across the template are the essential functions of the practice, implementation performance levels, and lastly, evidence which provides data or documentation for determining implementation levels.

How to Use the Practice Profile

The essential functions align with the teaching/ learning objectives for each learning package. For each teaching/learning objective are levels of implementation. For some essential functions, proficient and exemplary implementation criteria are the same and in others, criteria differ. Close to proficient levels of implementation suggest the skill or practice is emerging and coaching is recommended for moving toward more proficient implementation. When implementation is reported at the unacceptable variation level, follow-up professional development in addition to coaching is recommended. The professional development provider should walk through the practice profile with the educator-learners, referring to the data and artifacts listed as suggested evidence. It is an important tool for self-monitoring their own implementation because it serves as a reminder as to the implementation criteria and is also aligned with the fidelity checklists.

Missouri Collaborative Work Practice Profile				
Foundations present in the implementation of each essential component: <i>Commitment to the success of all students and to improving the quality of instruction.</i>				
Differentiated Instruction				
Essential Function	Exemplary proficiency Ideal Implementation	Proficient	Close to Proficient (Skill is emerging, but not yet to ideal proficiency. Coaching is recommended.)	Far from Proficient (Follow-up professional development and coaching is critical.)
1 Differentiation in based on student interests, readiness, learning styles, or prior knowledge	All criteria are met. <ul style="list-style-type: none"> Assesses student interests, readiness, learning preferences, and prior knowledge and uses to inform instruction Offers students choices for learning based on the 	3 of the 4 criteria are met	2 of the 4 criteria are met	1 or less criteria are met

Professional Development to Practice

Missouri Collaborative Work Practice Profile				
Foundations present in the implementation of each essential component: <i>Commitment to the success of all students and to improving the quality of instruction.</i>				
Differentiated Instruction				
Essential Function	Exemplary proficiency Ideal Implementation	Proficient	Close to Proficient <i>(Skill is emerging, but not yet to ideal proficiency. Coaching is recommended.)</i>	Far from Proficient <i>(Follow-up professional development and coaching is critical.)</i>
1 Differentiation in based on student interests, readiness, learning styles, or prior knowledge	<p>All criteria are met.</p> <ul style="list-style-type: none"> Assesses student interests, readiness, learning preferences, and prior knowledge and uses to inform instruction Offers students choices for learning based on the previous information Plans instruction based on student readiness Consistently teaches to multiple learning modalities (visual, auditory, tactile) Focuses and builds on student strengths 	3 of the 4 criteria are met	2 of the 4 criteria are met	1 or less criteria are met
2 Content is differentiated	<p>All criteria are met.</p> <ul style="list-style-type: none"> Provides a variety of materials to support instructional content Aligns tasks and objectives to learning goals Delivers instruction that is concept-focused and principle-driven 	2 of the criteria are met	1 of the criteria are met	Less than 1 of the criteria are met
3 Process is differentiated	<p>All criteria are met.</p> <ul style="list-style-type: none"> Consistently uses flexible grouping Incorporates classroom management strategies that benefit students and teachers Provides students multiple and varied opportunities to practice skills Adjusts rate of instruction and reteaches as needed 	3 of the 4 criteria are met	2 of the criteria are met	1 or less of the criteria are met
4 Product is differentiated	<p>All criteria are met.</p> <ul style="list-style-type: none"> Utilizes initial and on-going assessment of student readiness and growth. Provides choice in product for students to demonstrate or express their knowledge and understanding. Uses a combination of formative and summative assessments 	2 of the criteria are met	1 of the criteria are met	Less than 1 of the criteria are met



Next Steps: Action=Results

Next Steps: Actions = Results

Content Focus
 Collaborative Data Teams
 Effective Teaching/Learning Practices
 Common Formative Assessment
 Data-based Decision-making

School: _____ Date Next Steps Form Written: _____

Teams (e.g. grade level or content): _____

<u>Action Planned</u> What?	<u>Responsible Person(s)</u> Who?	<u>Timeline</u> When?	<u>Resources/Support Needed</u>	<u>Results</u> So What?

What steps will you take to start implementing?