

1 Steering Instruction

Alternating Power Sources: Differentiated Instruction

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2 Agenda

- Goal of Supplemental Educational Services (SES)
- Overview of Differentiated Instruction
- Questions

3 Goal of Supplemental Educational Services (SES)

- The goal of SES is to ensure that students increase their proficiency in meeting the state's academic achievement standards in reading and math.
- Services may include such assistance as tutoring, remediation, and academic intervention and must take place outside the regular school day.

4 Does your SES program...

- engage students by "meeting them where they are" regardless of their ability level or learning style?
- encourage students to associate what they are learning with what they already know?
- allow students to have choices in how they learn without changing what they are required to learn?
- motivate students by allowing them to demonstrate what they have learned?

5 Why Differentiated Instruction in SES?

Research indicates that all students can reach proficiency. Some students need additional time and differentiated instruction to meet that goal.

6 Welcome!

In this session you are going to...

- Receive information regarding Differentiated Instruction and its components
- learn practical strategies to differentiate instruction for student learning and improvement
- understand how to support tutors who differentiate instruction for students
- receive information about resource materials related to Differentiated Instruction

7 But First!...

- Let's see what you already know about **Differentiated Instruction**
- Time for a **Pre-assessment** before we begin
- Fold your Pre/post test over and **answer the questions on the pre-test side**
- You'll have **4 minutes** to complete this assessment

PLEASE BEGIN the PRE-TEST>>>

8 **Directions for Pre-Assessment**

- Fold piece of blue paper in “hot dog” fold
- Label left side as “Pre-test”
- Complete the following:
 - 1) On scale of 1 to 5, rate your prior knowledge of **Differentiated Instruction**
(low) 1 2 3 4 5 (high)
 - 2) Write all you know about DI.
 - 3) I'd like to learn more about how to differentiate
(number by priority, #1,2,3)
___ content ___ process ___ product

9 **Differentiated Instruction defined...**

Differentiated Instruction is matching instruction to the different needs of learners in a given classroom.

Just Read, Florida!

Differentiated Instruction takes the tutor from being the “ Sage on the Stage to the Guide on the Side”

Roger Taylor

10 **Differentiated Instruction is NOT...**

- **The individualized instruction of the 70s**
- **Chaotic**
- **Another way to provide homogeneous grouping**
- **Just tailoring the “ same suit of clothes”**

11 **Differentiated Instruction**

Is...

- **PROACTIVE**
- More **QUALITATIVE** than quantitative
- Rooted in **ASSESSMENT**
- Provides **MULTIPLE APPROACHES** to **content, process** and **product**
- Is **STUDENT-CENTERED**
- A **BLEND** of **whole-class, group, and individual instruction**

12 *In a **differentiated classroom**, the tutor **proactively plans** and carries out **varied approaches** to content, process, and product in anticipation of and response to **student differences** in readiness, interest, and learning needs.*

13 **What a Differentiated K-12 Classroom Looks Like...**

- **Everyone feels welcomed** and contributes to everyone else feeling welcomed
- **Mutual respect** is a non-negotiable
- **Students feel safe** in the classroom
- There is a pervasive **expectation of growth**

- The **tutor teaches for success**
- A new sort of **fairness** is evident
- **Tutors and students collaborate** for mutual growth and success

14 Differentiated Instruction

Rules of Thumb

- **Be clear on the key concepts** and generalizations or principles that give meaning and structure to the topic, chapter, unit, or lesson you are planning
- Think of **assessment as a road map** for your thinking and planning
- **Lessons** for all students should **emphasize critical and creative thinking**
- **Lessons** for all students should be **engaging**
- There should be **balance between student-selected and tutor-assigned tasks** and working arrangements.

15 Ways to Differentiate Instruction

CONTENT	PROCESS	PRODUCT
(What)	(How)	(Outcome)

The tutor will decide which of the above he/she will use when planning for a differentiated lesson while also at the same time considering the students' readiness levels, interests, and learning profiles.

16 Differentiating by **Readiness**

1. **Foundational / Transformational**
2. **Concrete / Abstract**
3. **Simple / Complex**
4. **Single Facet / Multiple Facet**
5. **Small Leap / Great Leap**
6. **More Structural / More Open**
7. **Less Independence / Greater Independence**
8. **Slow / Quick**

17 **Strategies for DI by Readiness**

1. Varied **graphic organizers**
2. Negotiated **criteria for quality**
3. Peer and adult **mentors**
4. **Curriculum compacting**
5. Tiered or **scaffolded assessment**
6. **Homework options**
7. **Small group instruction**
8. **Flexible time use**

18 Differentiating by **Interest**

1. Helps students realize that **there is a match between school and their own desires to learn**
2. Demonstrates the **connectedness** between all learning
3. **Uses skills or ideas familiar to students** as a bridge to ideas or skills less familiar to

- them, and
4. **Enhances student motivation** to learn.

19 **Strategies for DI by Interest**

1. **Exploratory studies**
2. **Student choice of tasks**
3. **Independent study**
4. **Group investigation**
5. **Jigsaw**
6. **Literature circles**
7. **Negotiated criteria for tasks and products**
8. **Student-selected audiences**

20 **Differentiating by Learning Profile**

Four Categories of Learning

Profile Factors:

- **Learning Style Preferences**
- **Intelligence Preference**
- **Gender**
- **Culture**

21 **Strategies for DI by Learning Profile**

1. **Vary tutor presentation**
2. **Vary mode of expression**
3. **Flexible environment**
4. **Complex instruction**
5. **Multiple modes of assessment**
6. **Organizers**
7. **Entry points**
8. **Varied approaches to organizing ideas and information**

22 **The Provider's Role**

- **Become knowledgeable** about differentiation, both the philosophy and the classroom implications
- **Provide “flexibility of funds”** so tutors can use a variety of resources
- **Sustain professional staff development** (this is critical!)
- **Find a person** at the school or district level **who will guide the effort** - someone who aligns staff development, curriculum, materials selection, and methodology.

Remember: You are the key to making implementation work!

23 **Professional Resources on Differentiated Instruction**

- **ASCD:**
 - Leadership for Differentiating Schools & Classrooms

- How to Differentiate Instruction in Mixed-Ability Classrooms, 2nd edition
- Differentiation in Practice, Grades K-5
- Differentiated Instructional Strategies for Reading in the Content Areas by Carolyn Chapman & Rita

King

- **Website:** Tiered Curriculum Project (see Handout)

24 **And Finally!...**

- Now, let's see what you have learned in this brief session on **Differentiated Instruction**
- Time for the **Post- assessment** before we end
- Fold your Pre/post test over and **answer the questions on the post-test side**
- You'll have **4 minutes** to complete this assessment

PLEASE BEGIN the POST- TEST>>>

25 **Directions for Post-Assessment**

- Flip piece of blue paper over
- Label right side as "Post-test"
- Complete the following:
 - 1) On scale of 1 to 5, rate your present knowledge of **Differentiated Instruction**
(low) 1 2 3 4 5 (high)
 - 2) Write all you now know about DI.
 - 3) I now know more about how to differentiate
(number by confidence level, #1,2,3)
___ content ___ process ___ product

26 **Questions?**