

Differentiating Instruction in a Regular Classroom

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Table Talk



Task Card Answers

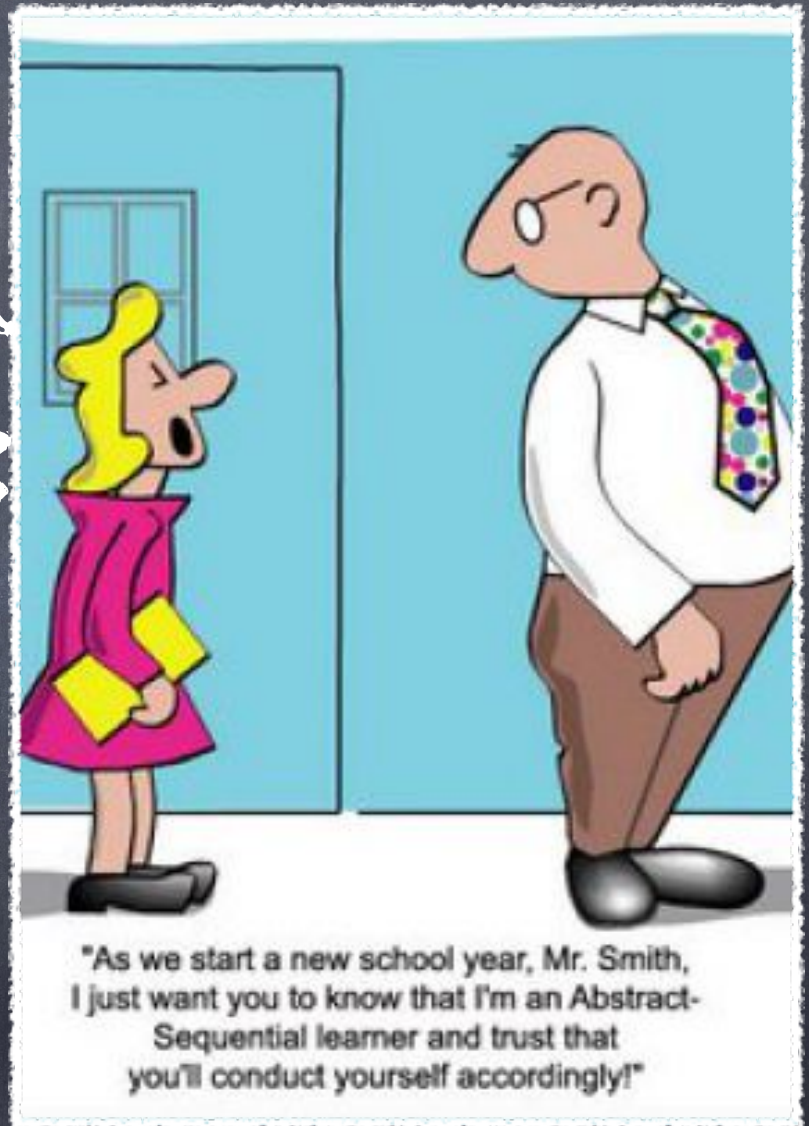
Is	Is not
Differentiation is an instructional model; it is about how we teach.	Differentiation is not a curriculum model; it is not about what to teach (curriculum)
Differentiation is needed by all students to optimise their learning.	Differentiation is only for students with special learning needs, (students with disabilities, students with English as an additional language, gifted students)
Differentiation is about building on students' existing knowledge, understandings and skills (readiness to learn), using students' interests (motivation) and preferred way of learning (efficiency).	Differentiation involves giving everyone the same shared experiences that they can respond to in a variety of ways.
Differentiation is a mindset- it is how we think about teaching all the time: focussing on individual students and their learning needs.	Differentiation is an extra thing we need to do in the classroom whenever there is time.
Effective differentiation is pro-active: it involves knowing students' needs and planning opportunities for them to engage with content in ways that best helps them to move on in their understanding.	Differentiation is only relevant to composite classes.
Differentiation is about providing students with choices about how they learn.	Differentiation is about individualisation. It's a different lesson plan for each student every day.

So, you want to
know:

What is differentiation?

Differentiated Instruction is:

Changing the pace, level, or kind of instruction in response to a learner's needs, styles, or interests.

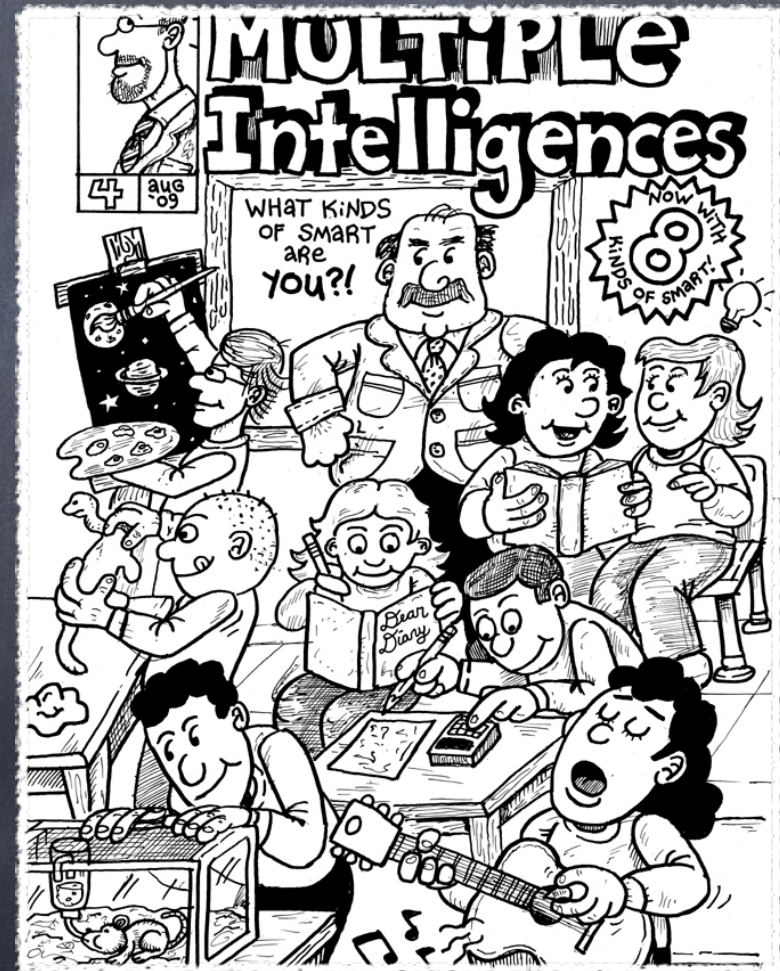


The Goals of Differentiation

- To develop challenging and engaging tasks for each learner
- To develop instructional activities based on essential topics and concepts, significant processes and skills and multiple ways to demonstrate learning
- To provide flexible approaches to content, instruction, and products
- To respond to students' readiness, instructional needs, interests, and learning preferences
- To provide opportunities for students to work in varied instructional formats
- To meet Common Core, state, or provincial content standards for all learners
- To establish learner-responsive, teacher-facilitated classrooms

Multiple Intelligences

- Verbal/Linguistic
- Logical/Mathematical
- Visual/Spatial
- Bodily/Kinesthetic
- Musical
- Interpersonal
- Intrapersonal
- Naturalist
- Existential



What kind of smart are you?

<http://www.edutopia.org/multiple-intelligences-learning-styles-quiz>



Verbal/Linguistic



- Loves to tell stories and engage in conversation and discussion
- Spells accurately and easily
- Is highly verbal and is able to clearly convey ideas orally
- Has a good memory for names, places, dates, and other facts
- Enjoys word games such as crossword puzzles, Scrabble, and acrostics
- Easily conveys thoughts and ideas in writing
- Has a good vocabulary in comparison to age peers
- Likes to read and do research to find out about topics of interest

Logical/Mathematical



- Is very interested in math
- Loves to chart, graph, map, and organize information
- Easily computes math problems mentally
- Enjoys working on logic puzzles or brainteasers
- Understands abstract ideas
- Is fascinated with numbers and statistics; has an excellent memory such figures
- Enjoys chess, checkers, and other strategy games

Visual/Spatial



- Shows mechanical soil; can take things apart and put them back together easily
- Draws and sketches accurately and in detail
- Likes to sketch out ideas or represent them visually
- Learns best by seeing and observing; recalls information through images and pictures
- Enjoys puzzles, mazes, and other visual challenges
- Likes making models and three-dimensional figures

Bodily/Kinesthetic



- Demonstrates balance, small- and large-motor dexterity, and precision in physical tasks
- Is well coordinated and has a good sense of timing
- Likes to move around and stay active
- Develops physical skills quickly and easily
- Enjoys acting things out, doing skits, plays; is dramatic
- Can mimi others' gestures or mannerisms
- Excels in sports or other physical activities
- Prefers to do things, rather than hear or read about them

Musical

- Remembers melodies
- Plays a musical instrument with ease and/or has a good singing voice
- Improvises vocal or instrumental music and/or composes music
- Shows a strong interest in music
- Shows a strong sense of rhythm in movement and speech
- Often sings or hums

Interpersonal



- Has leadership abilities; is able to influence others' opinions and actions
- Is sensitive to the feelings, thoughts, and motivation of others
- Prefers to work and learn with others
- Interacts comfortably and confidently with others
- Is able to organize and motivate others
- Forms friendships easily

Intrapersonal

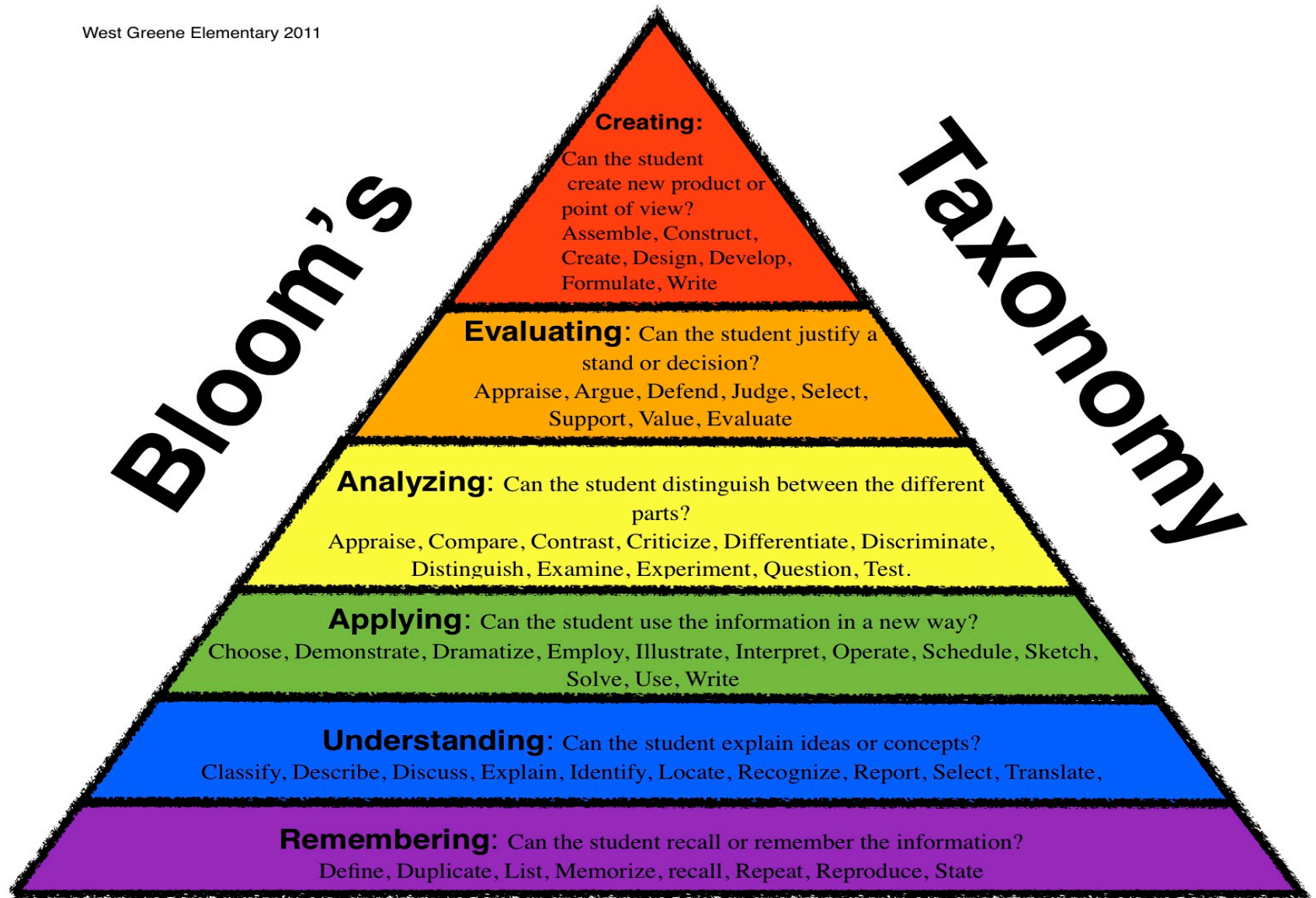
- Asks questions about fairness; has a strong interest in right wrong, justice and injustice
- Prefers to work independently; is self directed
- Has a strong will
- Accurately identifies and conveys feelings
- Is comfortable with his or her individuality, regardless of peer pressure
- Has a strong sense of self
- Reflects on and ponders situations
- Clearly recognizes and understands his or her personal strengths and limitations.

Naturalist/Existential

- Is highly observant of surroundings
- Is "street smart"; understands how systems work and may use them to personal advantage
- Asks questions to seek more information about what he or she observes
- Can easily identify, categorize, and classify objects, information, and ideas
- Questions the fairness of actions and incidents
- Raises questions related to ethics or morals
- Exhibits a high level of care and concern for others
- Is able to compare and contrast opposing beliefs and points of view or perspectives

Bloom's Taxonomy

West Greene Elementary 2011



Teachers can differentiate

Content

Process

Product

according to the student's

Readiness

Interests

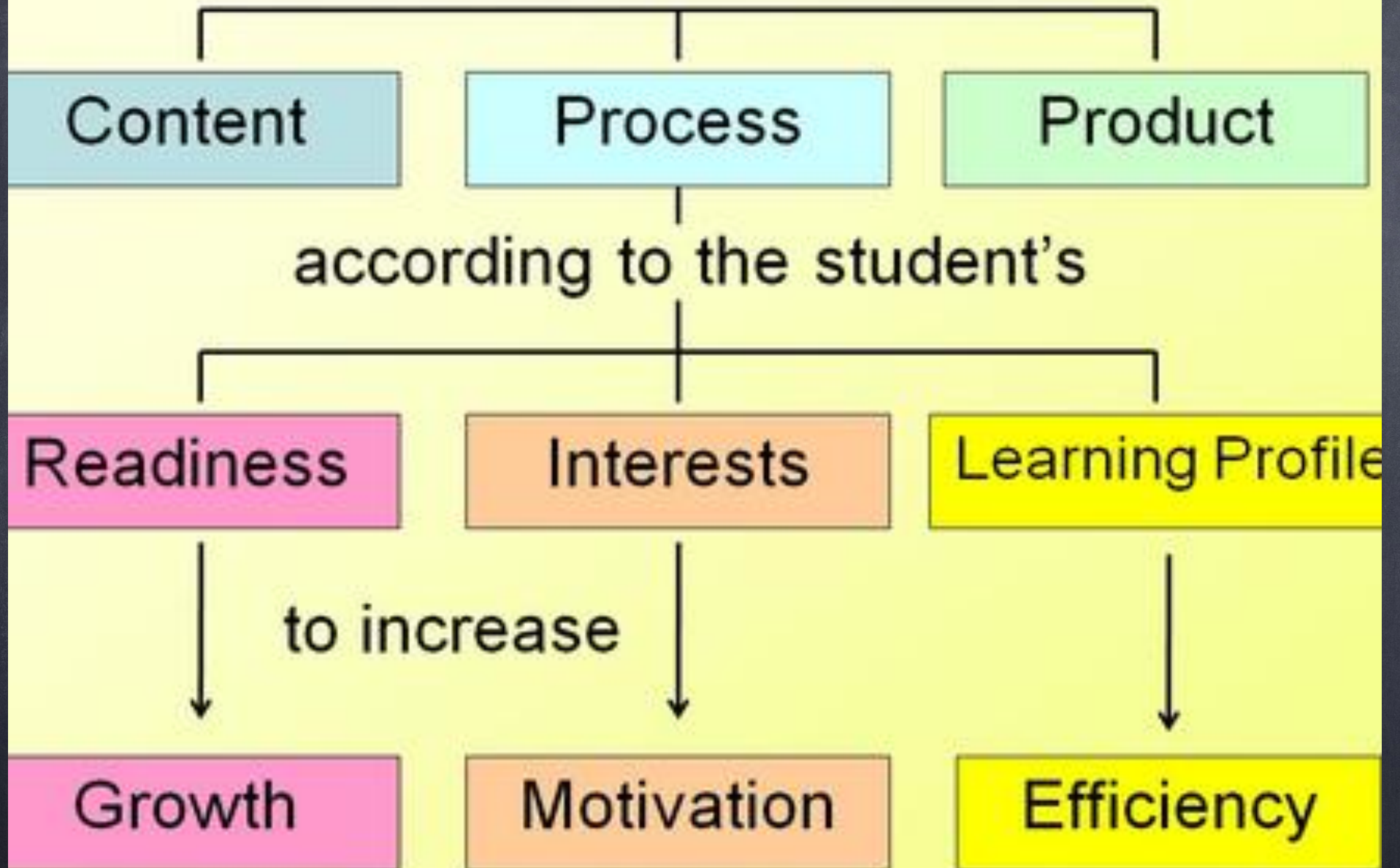
Learning Profile

to increase

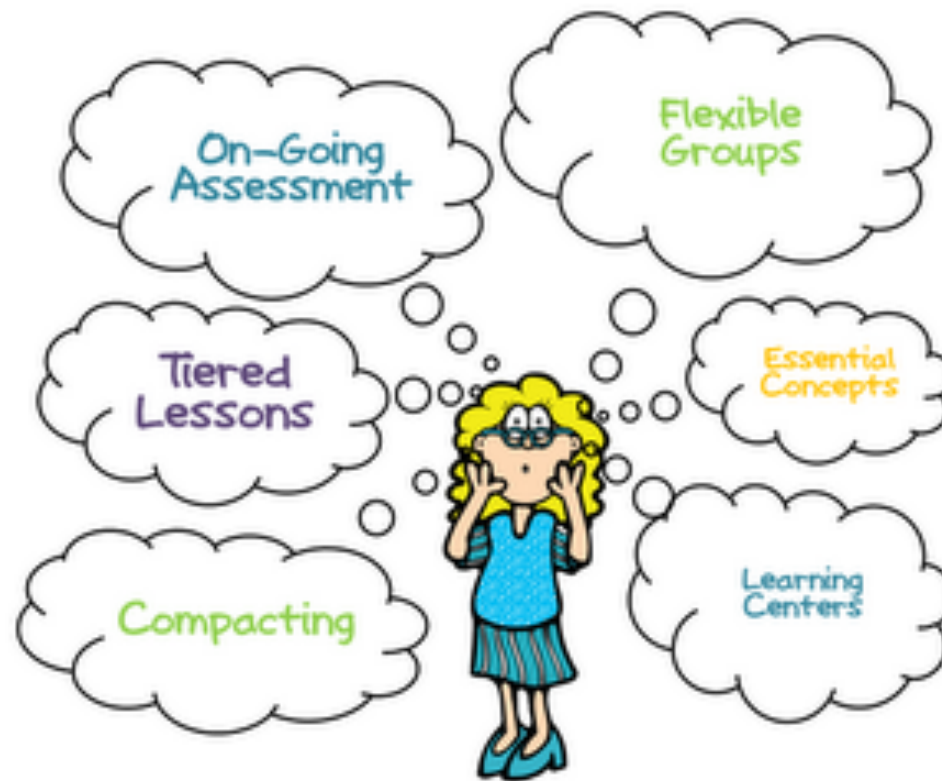
Growth

Motivation

Efficiency



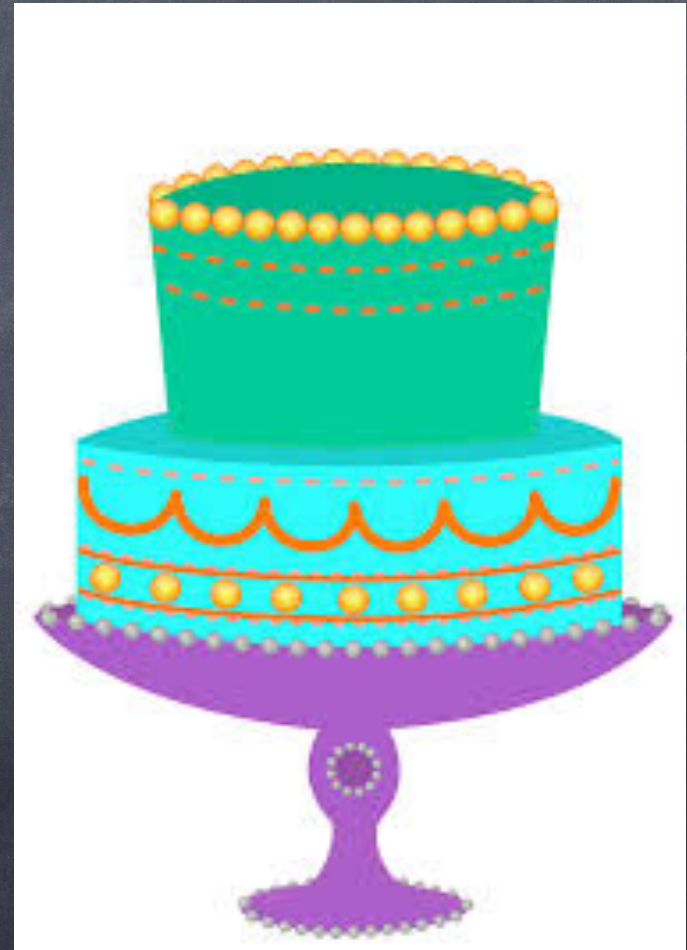
Strategies for Differentiation



Oh forget it . . . It's easier just to do nothing!!!!

Tiered Assignments are:

Teacher prescribed
learning activities which
are specifically designed
to respond to
differences in readiness,
interest, or learning
preference



Essentials of Tiering

- Does not mean more or less work
- Time constraints, activity creativity, and teacher's enthusiasm should be the same
- Use flexible grouping so different types of students interact
- Clearly focus on the determined standards, no side trips into "fluff"
- You must KNOW your students

6 Ways to Tier

- By level of challenge
- By degree of complexity
- Through using varied resources
- Through different learning goals
- Through different processes for learning
- By varied products

Example (Tiered based on readiness)

Given only subject pronouns. Trouble making distinction between singular and plural. Does not fully understand 1st, 2nd, 3rd person pronouns.

Given various subjects (must understand basic conjugation rules & subject pronouns).

No scaffolding needed. Able to combine various subjects and verbs with little to no help.

Complete conjugation chart. Go to <http://www.conjuguemos.com> to practice drills. Try to increase your score each time!

Complete fill-in-the blank worksheet. Identify the subject and verb in each sentence. Go to <http://www.toondoo.com> to create a comic strip using the subject/verb/pic combination from your handout.

Create a poster at <http://www.glogster.com> describing your typical day. Make sure to include illustrations! You must have at least 15 sentences on your poster (5 for morning activities; 5 for during school activities; and 5 for after-school activities).

The goal for each tier is to be able to conjugate verbs correctly to agree with the subject.

The content is the same but the process and product are different.

Classroom Management Tips

1. Give Directions

- Clearly stated
- Specific details
- Can "stand alone"
- Include criteria as appropriate
- Explain how it will be shared
- May include example or sample

Classroom Management Tips

2. Present directions through

- Small group with the teacher
- Postings
- Icons and/or samples at stations
- Workcards
- Audio recordings
- Students as teacher assistants

Classroom Management Tips

3. Consider management of noise and behavior through signals or props

4. Determine how to signal student teacher assistants and under what circumstances, how and when they can

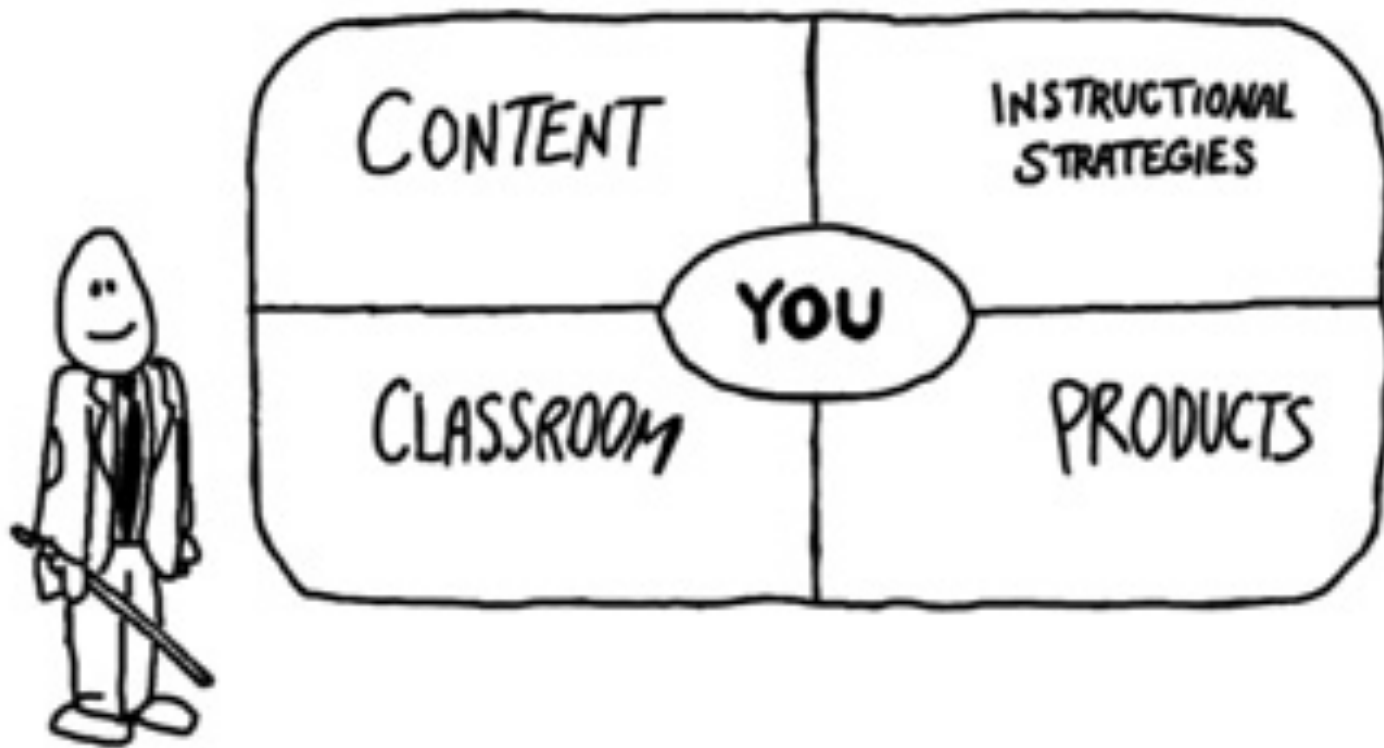
Classroom Management Tips

5. Develop cleanup routines

- What to do
- Where it goes
- How to rearrange the room as necessary
- When to return to your home base

Summary

5 DIMENSIONS OF DIFFERENTIATION



Let's Plan

