Enhancing Your Instructional Skills Through Differentiation

Jackie Owens  
jowens@i-kan.org

and

Dr. Terry Rusin  
trustin@i-kan.org
What is differentiation?

Differentiation is classroom practice that looks eyeball to eyeball with the reality that kids differ, and the most effective teachers do whatever it takes to hook the whole range of kids on learning.

-Tomlinson (2001)
Students can take different roads to the same destination.”

--- Tomlinson ---
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
**Critical Student Differences**

We Can Attend

<table>
<thead>
<tr>
<th>ACADEMIC</th>
<th>SOCIAL/EMOTIONAL</th>
<th>COGNITIVE</th>
</tr>
</thead>
</table>
| • Prior knowledge  
  • Reading level  
  • Core content  
  • Concepts/skills | • Interests  
  • Learning styles  
  • Motivation  
  • Self-efficacy | • Developmental readiness  
  • Schemas  
  • Working memory  
  • Thinking skills  
  • Learning rate |
DIFFERENTIATED INSTRUCTION IS NOT

• Fluffy projects
• Busy work
• “Extension Packets” for gifted kids
• “Dumbing Down” instruction for struggling learners
• Teaching “to the middle”
• Getting mean when grading papers
• Giving the same assignments and expecting different results
WHAT IS DIFFERENTIATED INSTRUCTION?
Differentiation

Is a teacher’s response to learner’s needs

Guided by general principles of differentiation

- Respectful tasks
- Flexible grouping
- Continual assessment

Teachers can differentiate through

- Quality Curriculum
- Content
- Process
- Product
- Affect/Environment

According to students’

- Readiness
- Interest
- Learning Profile

Through a variety of instructional strategies such as:
- Choice Menus, Anchor Activities, Cubing, RAFTS, Response Cards
How do I begin to differentiate?

• Start slow

• Organize your classroom space

• Start student files

• Start student portfolios

• Have clear written directions for all activities

• Post daily agendas for students

• Become familiar with students abilities and interest

• Have a system

• Provide students with opportunity for questions
WHERE DO I START?
KUD
KNOW, UNDERSTAND, and DO

**Know:** (facts, vocabulary, definitions, places, information)
Ex.: Multiplication tables

**Understand:** (essential truths, principles, generalizations, big ideas of a discipline, I want my students to understand that..... ) Ex.: I want students to understand that multiplication is another way to add numbers.

**Do:** basic skills, thinking skills, planning skills, uses verbs or phrases) Ex.: Students solve problems requiring multiplication.
Implementing Tiered Instruction in the Classroom
On-going Assessment: A Diagnostic Continuum

Preassessment
(Finding Out)
- Pre-test
- Graphing for Greatness
- Inventory
- KWL Checklist
- Observation
- Self-evaluation
- Questioning

Formative Assessment
(Keeping Track & Checking-up)
- Conference
- Peer evaluation
- 3-minute pause
- Observation
- Talkaround
- Questioning

Summative Assessment
(Making sure)
- Exit Card
- Portfolio Check
- Quiz
- Journal Entry
- Self-evaluation

Feedback and Goal Setting
Pre-Assess

- Pre-test
- Drawing
- Warm-ups
- K-W-L
- Graphic Organizer
- Survey
- Entrance Tickets
- Hand Signals
- Self-Assessments

**Determine:**

academic ability, background knowledge, learning style, multiple intelligences, interests, etc.
FIST TO FIVE

5 = I know it so well I could explain it.

4 = I can do it alone.

3 = I need some help.

2 = I could use more practice.

1 = I am only beginning.
We have begun a study of author’s craft.

List and identify three examples of figurative language used in the novel *Morning Girl* by Michael Dorris.
GROUPING METHODS

• Think Pair Share
• Pair Share Squared
• Elbow Buddies/Partners
• Clock Partners
• Burger Buddies
• Birthdays
• Synonyms
• Number Pops
• Colored Pencils
• Paint Sample Cards
• Shape
RAFT is an acronym that stands for

Role of the student. What is the student’s role: reporter, observer, eyewitness, object?

Audience. Who will be addressed by this raft: the teacher, other students, a parent, people in the community, an editor, another object?

Format. What is the best way to present this information: in a letter, an article, a report, a poem, a monologue, a picture, a song?

Topic. Who or what is the subject of this writing: a famous mathematician, a prehistoric cave dweller, a reaction to a specific event?
**Possible RAFT Formats to Differentiate by Learning Modality**

<table>
<thead>
<tr>
<th>Written</th>
<th>Visual</th>
<th>Oral</th>
<th>Kinesthetic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diary entry</td>
<td>Comic</td>
<td>Song</td>
<td>Model</td>
</tr>
<tr>
<td>Bulleted list</td>
<td>Crossword puzzle</td>
<td>Monologue</td>
<td>Cheer</td>
</tr>
<tr>
<td>Obituary</td>
<td>Map</td>
<td>Radiocast</td>
<td>Mime</td>
</tr>
<tr>
<td>Invitation</td>
<td>Graphic organizer</td>
<td>Museum guide</td>
<td>Demonstration</td>
</tr>
<tr>
<td>Recipe</td>
<td>Print ad</td>
<td>Interview</td>
<td>Sales pitch</td>
</tr>
<tr>
<td>Movie critic</td>
<td>Photograph</td>
<td>Puppet show</td>
<td>with demos</td>
</tr>
<tr>
<td>FAQs</td>
<td>Fashion design</td>
<td>Political speech</td>
<td>Sew, cook, build</td>
</tr>
<tr>
<td>Editorial</td>
<td></td>
<td>Story teller</td>
<td>Wax museum</td>
</tr>
<tr>
<td>Gossip column</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
Analyzing a RAFT Lesson

• What are the learning goals for this lesson and are they built into every choice?
• How is this RAFT being differentiated?
  – Does it appeal to different learning styles?
  – Is there a range of difficulty in the:
    • Roles?
    • Formats?
    • Readiness levels?
  – Do the roles, formats or topics appeal to a variety of interests?
Menu for: Algebra 1 – “Probability”  Due: ____________

All items in the main dish and the specified number of side dishes must be complete by the due date. You may select among the side dishes and you may decide to do some of the desserts items, as well.

**Main Dishes (complete all)**

1. Complete the “meteorology simulation” on p. 88-89 of your textbook.
2. Create a list of 10 pairs of events. 5 pairs should contain events that are dependent; 5 pairs should contain events that are independent. Explain each classification.
3. Complete the “frequency table” assignment on p. 506-507 of your textbook.
4. Examine the attached list of functions and determine which functions represent probability distributions.

**Side Dishes (Select 2)**

1. Work with a partner to analyze the game of “Primarily Odd.” See your teacher for game cubes and further instructions.
2. Design a “game spinner” that has this probability distribution: \(P(\text{red}) =0.1; P(\text{green}) = 0.2; P(\text{blue}) = 0.3; P(\text{yellow}) = 0.4\).
3. Suppose a dart lands on a dartboard made up of four concentric circles. For the center of the board (the “bull’s eye”), \(r=1.5\); the remaining rings have widths of 1.5. Use your understanding of area and probability to determine the probability of 1) hitting a “bull’s eye” and 2) landing in the outermost ring.

**Desserts (Optional)**

1. Figure the probability of “Murphy’s Law” and make a case for whether or not it should indeed be a “law.”
2. Use a frequency table to chart the colors that your classmates wear for a week. Then, use probability to predict how many students will wear a certain color on a given day.
# THINK-TAC-TOE

## Book Report

<table>
<thead>
<tr>
<th>Draw a picture of the main character.</th>
<th>Perform a play that shows the conclusion of a story.</th>
<th>Write a song about one of the main events.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write a poem about two main events in the story.</td>
<td>Make a poster that shows the order of events in the story.</td>
<td>Dress up as your favorite character and perform a speech telling who you are.</td>
</tr>
<tr>
<td>Create a Venn diagram comparing and contrasting the introduction to the closing.</td>
<td>Write two paragraphs about the main character.</td>
<td>Write two paragraphs about the setting.</td>
</tr>
</tbody>
</table>
Anchor Activities

- Ongoing assignments that students can work on independently.
- Provide tasks that tie to content and instruction.
- Tasks students automatically move to when assigned task is completed.
Daily 5 is...
A structure...
Routines
Organization
Simplicity
"what is worthy"
What Daily 5 is ...

Series of tasks:

- Read to self
- Work on Writing
- Read to Someone
- Listening to Reading
- Word Work
What sets Daily 5 apart?

<table>
<thead>
<tr>
<th>for Students..</th>
<th>For the Teacher..</th>
</tr>
</thead>
<tbody>
<tr>
<td>They are engaged in the acts of reading and writing</td>
<td>The teacher delivers 3 whole group mini-lessons --7-10 minutes</td>
</tr>
<tr>
<td>They receive focused instruction on building stamina and maintaining independence</td>
<td>The teacher meets with small group of guided readers</td>
</tr>
<tr>
<td>They receive differentiated instruction</td>
<td>The teacher confers with individual students every day</td>
</tr>
<tr>
<td>They have increased motivation</td>
<td>The teacher holds students accountable</td>
</tr>
</tbody>
</table>
Step back and reflect...“Our goal is neither to mourn what we have done nor to rest on our victories, but to look at the reasons we have to show up again tomorrow at the classroom door, ready to join our students - ALL of our students - in learning.”

-Carol Ann Tomlinson, 1999
WEBSITES

78,516,338 lessons delivered
KHAN ACADEMY
www.khanacademy.org
Resources for Differentiation
http://www.ocali.org/up_archive_doc/DI_Internet_Resources.pdf

http://www.sdesa6.org/content/docs/StrategiesThatDifferentiateInstructionK_4-080808.pdf

Checks for Understanding

http://m.gips.org/assets/files/Learning/CheckingForUnderstanding/Write_to_Check_for_Understanding.pdf

http://eportfolios.ithaca.edu/mdicola1/instruction/
Graphic Organizers
http://www.greece.k12.ny.us/academics.cfm?subpage=478
http://www.readinglady.com/mosaic/tools/tools.htm

Raft Resources
3rd Grade Reading Resources
http://thirdgrade.okaloosaschools.wikispaces.net/Reading+Resources

Literature Circles

Daily 5 Literacy
http://www.the2sisters.com/

Daily 5 for Math
http://www.lesd.k12.az.us/webpages/jgrochocki/daily.cfm

Interest Inventory

http://www.powayusd.com/projects/edtechcentral/MAPS/MS101/InterestInventories.htm

http://www.mcas.k12.in.us/plp/STUDENTINTERESTINVENTORY.pdf


http://teacher.scholastic.com/LessonPlans/unit_roadtosuccess_invent.pdf

http://www.educationoasis.com/curriculum/Printables/PDF/surveys/student_info_interest.pdf

http://www.saskschools.ca/~ischool/adapthandbook/learner/interest.html#k6interest

http://www.saskschools.ca/~ischool/adapthandbook/learner/interest.html#712interest
Tiered Lessons
http://ideanet.doe.state.in.us/exceptional/gt/tiered_curriculum/welcome.html

Sample Exit Slip Questions

Instructional Strategies-High/Low Prep Strategies
http://foridahoteachers.org/strategies.htm

Learning Profile
http://www.ldpride.net/learning_style.html

http://www.literacyworks.org/mi/assessment/findyourstrengths.html

http://people.usd.edu/~bwjames/tut/learning-style/stylest.html
SOURCES

www.k8accesscenter.org/training_resources/differentiationmodule.asp
www.education.ky.gov/SISI_Toolkit/Standard%203/Powerr
www.4themax.com
www.litercyshare.pbworks.com/f/Differentiated+Instruction
www.siouxcityschools.org/pages/upload_files/DI%20PPT
www.cttech.org/central/curriculum/Planning-Toolbox/Nov
http://differentiationcentral.com/examples/SampleKUDs.pdf
http://brandywineschools.org/160210325104146790/lib/160210325104146790/Rock_and_a_Hard_Plac
e_KUD_Organizer.pdf
http://www.schoo.ls.manatee.k12.fl.us/261SFINDLAY/261sfindlay1_3/the_daily_5_powerpoint.html
teacher.edmonds.wednet.edu/