Our Diverse Classrooms

Who do you teach?

Revisiting the CSDC

"I took the road less traveled…"

"In differentiated classrooms, teachers provide specific ways for each individual to learn as deeply as possible and as quickly as possible, without assuming one student's roadmap for learning is identical to anyone else's."

Carol Ann Tomlinson, *The Differentiated Classroom: Responding the Needs of All Learners*, ASCD, 1999, page 2.

Our Diverse Classrooms (p. 7)

Discover a Focus Student's Roadmap

1. Examine your 3 focus students' characteristics.

2. How is each student's roadmap to learning different?

3. What are you currently doing to address each student's needs?

4. Share your thoughts with your site mentor.

What to Teach
Supporting Mastery

Effective differentiation of instruction supports students' mastery of instructional objectives and promotes independence.
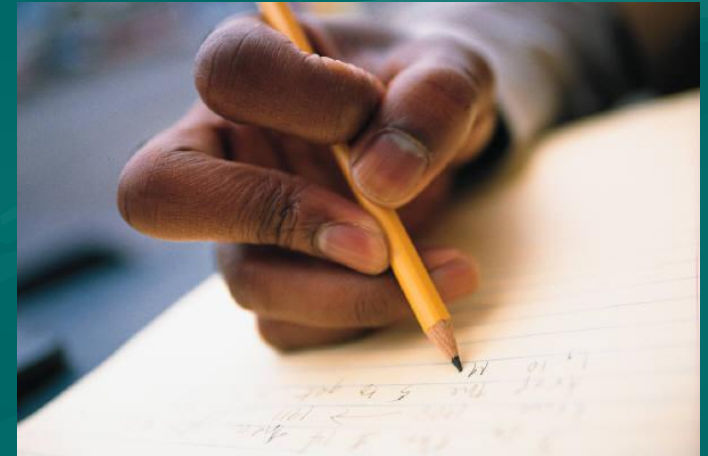
Linking Backward Design to Differentiation

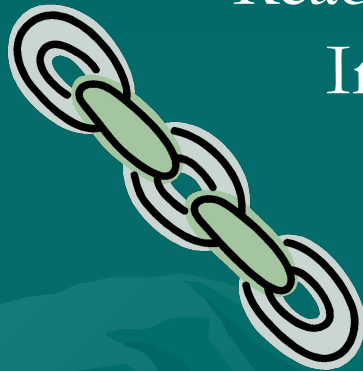**Effective teachers proactively plan varied approaches to:**

- **Content: what** students need to learn (standards)

- **Process: how** they will learn it (instructional strategies)

- **Product: how** they will show what they have learned (assessment)

Heacox, pg. 53

Process

The Act of Teaching and Learning

- **How** will you teach

Readiness/Ability
Interests/Talents
Learning Profile
Prior Knowledge

- **How** will they learn

Classroom Implications

- Research tells us: Teachers tend to teach how they <u>learned</u> – not how they were <u>taught</u>.
- Read p. 36, "About Multiple Intelligences"
  - Discuss with table partner/s
- Read p. 37, "How We Think and Learn"
  - What are your strongest preferences as a learner? As a teacher?
  - Reflect on your least favorite preferences as a learner? As a teacher?
  - What are the implications for you as you determine instructional strategies?

Instructional Sequence:
# Differentiation Strategies in Planning

- Preview/Review

- Input

- Guided Practice
  - ▪ Textbook Organizer
  - ▪ Apply/Adjust Strategies
    - Grouping Decisions
    - Differentiation Strategies
    - Independent Activities

Differentiating Guided Practice Using the Textbook

- Form subject matter groups
- Use graphic organizer to analyze the suggested textbook assignments to differentiate guided practice
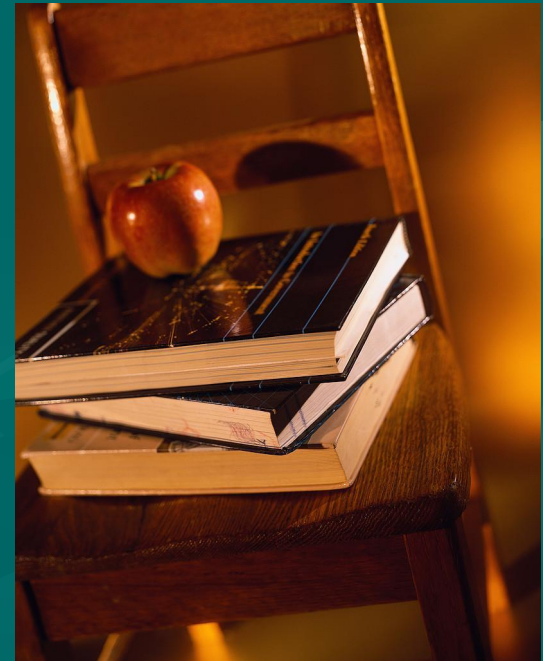
Essential Questions for Selecting Textbook Assignments:

- Does this assignment support my instructional objective?

- Does the assignment address the student's specific need?

- If not, are there any additional teacher resources that might be utilized?

Textbook Graphic Organizer

Textbook Assignment

Instructional Objective: _____

| Reteaching	On Target	Enrichment
Write the assignment that the textbook suggests	Write the assignment that the textbook suggests	Write the assignment that the textbook suggests
Students: • • • •	Students: • • • •	Students: • • •

Process

Apply/Adjust

Rationale

Portfolio B Note-taking Guide

- **Refer to Teaching Plan B, Lesson Design–**
  - **Under "Instructional Sequence" find "Apply/Adjust"**

- **Use page as a note-taking guide to record strategies for differentiation that you can incorporate later.**

Apply and Adjust

- As gaps in learning are identified, some students may need:
  - More direct instruction/guided practice
  - Activities that are structured and concrete
  - More deliberate pace of learning
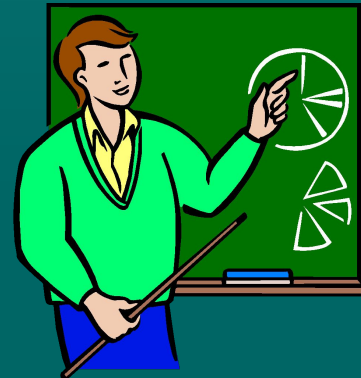
Apply and Adjust
On the other hand…

- Advanced students may need:
  - To skip practice with previously mastered skills and understandings
  - Activities that are open-ended, complex, and abstract
  - A brisk pace of work
  - Slower pace for greater depth

Apply/Adjust

Grouping Decisions

Updating the Student Survey

- Taking a look backward – Beginning Year 1
    - After reviewing the Student Survey,
        - What information was most helpful to differentiate instruction?
        - What information was missing?
        - What information do you need to update?
- Take a look forward – Beginning Year 2
    - What information will you now want to collect at the beginning of the year to differentiate right away?
    - What information will you need to update throughout the year?

Apply/Adjust

Independent Activities

Handout 13
Adjusting Instruction to Benefit Clusters of Learners

Some Common Student Learning Needs	Sample Ways to Adjust Instruction to Meet the Need	Students Who Might Benefit from at Least One of the Sample Approaches
Need for reading support	Allowing option of reading partners	Students with learning disabilities
Need for vocabulary building	Providing key vocabulary lists	English Language Learners
Difficulty paying attention in class	Using Think-Pair-Share groups	Students at different readiness levels
Need to address individual strengths	Using jigsaw, interest groups…	Student identified as gifted
Need for target instruction and practice	Routinely meeting with students in small groups	Students who struggle to learn

How to Use Results

An effective teacher builds curriculum and instruction based on <u>analysis of data</u> gathered <u>through</u> <u>assessment</u>.

A basic cause of ineffective teaching and learning is lack of systematic, on-going assessment.

An effective teacher builds curriculum and instruction on analysis of data gathered through diagnosis.

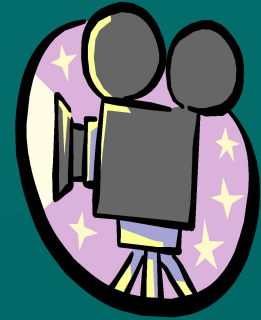Teaching in the dark is a questionable practice.

Hilda Taba & Deborah Elkins
Teaching Strategies for the Culturally Disadvantaged
Chicago: Rand McNally
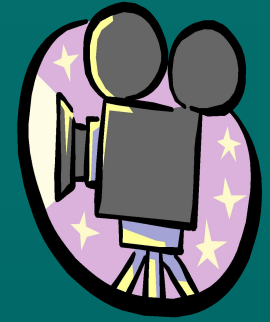
WHAT CAN BE ASSESSED?

READINESS

Skills

Content Knowledge

Concepts/Principles
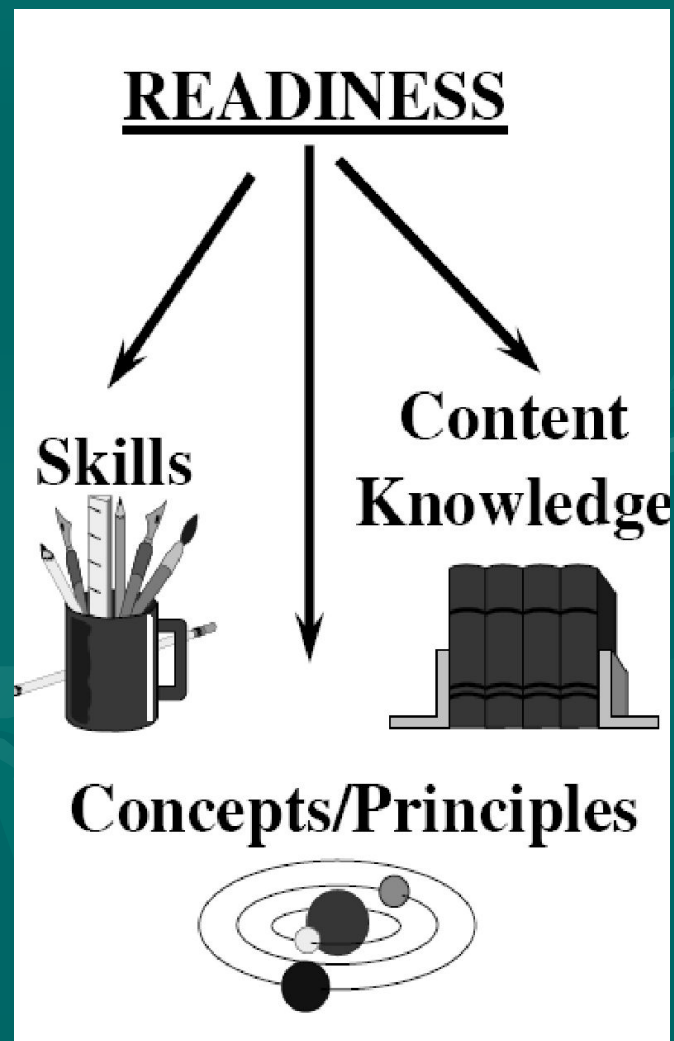
Video

- While watching "The Common Sense of Differentiation" record

    - assessment techniques

    - how the data can be used

    - insights or questions about the technique

Table Group Discussion

1. Share what you know about particular assessment techniques in relation to addressing students' learning needs.

2. Which assessment practices are you most familiar with?

3. What more would you like to know about these assessment practices?

4. How can you use your notes to develop Teaching Plan B, Assessments?

How Do We Manage for Differentiation?

Self-Monitoring Strategies

Recognizing "Hot Spots"

Student Autonomy and Choice

✔ Differentiation strategies promote self-directed learning and student independence.
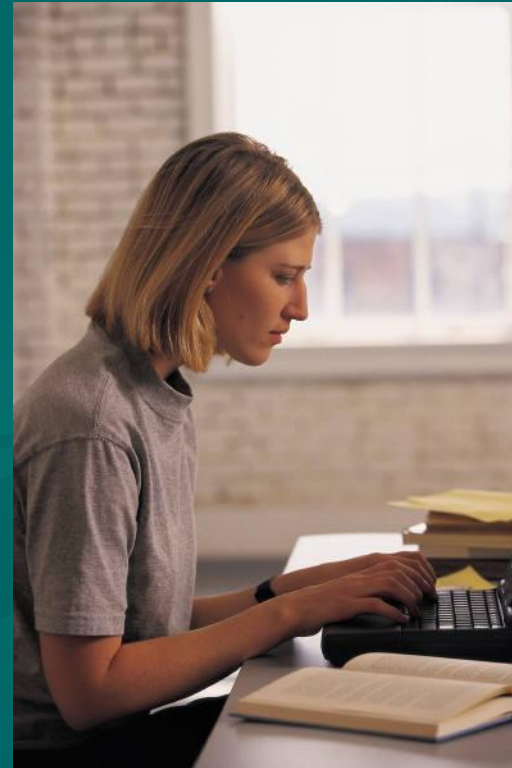
Self Monitoring Strategies

- "Ask Me" Table
  - Depending on grade level, designate one or more students to sit at a special table who can be asked for assistance

- "Sorting Hat"
  - Give designated helpers a hat to wear for the subject, assignment, or day

Self Monitoring Strategies

- "Signal Cups"
  - Table groups have a green and a red cup. When all members of a group agree that they need assistance, the <u>red cup</u> is displayed. Students continue working on what they can do and when the teacher is available, she/he will give assistance.

Self Monitoring Strategies

- 3 Before Me/ RICE
  - **<u>R</u>ecall** what teacher said
  - **<u>I</u>magine** logically what directions would have been
  - **<u>C</u>heck** with a classmate
  - Ask the **<u>E</u>xpert** of the day who has the skills necessary to provide guidance

Solving the "HOT SPOTS"

- Refer to the "No Can Do" list.

- Add to the "Can Do" column one or more of the management strategies just taught, as appropriate.

- Discuss new ideas of how HOT SPOTS might be addressed from your own experiences with self-monitoring strategies.

Video
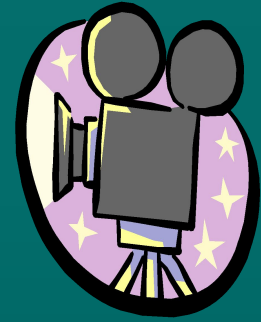
- Directions: record on your graphic organizer management strategies that consider time, space, and materials.

- Remember all good instruction requires that it be **taught, practiced, and reinforced**