

Differentiation

Instruction for all

Five Week Mini Series

Week 1: Overview and expectations

Week 2: Delivery

Week 3: Activity

Week 4: Product

Week 5: Environment

Lunch
&
Learn



Overview & Expectations

Differentiation

Week 1

Learning Target: I can define differentiation.

Task: We will collaboratively define differentiation.

Success Criteria: Define differentiation in your own words.

Differentiation

What is it?

Differentiation

What is it?

Designing instruction so that all learners can be successful.

Why it matters?

Mission: Teach so that students learn to their maximum potential.

What is the difference between fair and being equal?



EQUALITY



EQUITY

Why it matters?

Mission: Teach so that **students learn** to their maximum potential.

Every student is different and needs a fair/equitable curriculum in order to succeed.

Why it matters?

Mission: Teach so that students learn to their maximum potential.

Vision: Through the implementation of a full, innovative, rigorous, comprehensive education program, Killeen ISD will provide **superior learning opportunities** so that upon graduation, students are prepared for success in the workforce and/or in higher education.

What is learned helplessness?

Why it matters?

Learned helplessness occurs when instruction is too challenging for a student.

How do you know a student has ‘given up’?

Why it matters?

Learned helplessness affects all students in the learning environment.

What is differentiation?

Differentiation

Definition

Differentiation is when a teacher tailors instructional content, process, product, and/or environment to meet the needs of all learners.

Differentiation

Activity

For the following slides:


- 1) Put your **thumb up** if you believe I am describing a situation where **differentiation** is being used.
- 2) Put your **thumb down** if you believe the situation does **not** describe a situation where differentiation is being used.

An Algebra teacher assigns some students 10 math problems for homework and others 5 math problems for homework.



An Algebra course for students 10
math problems for students 10 and others 5 math

An English teacher wants her students to write an expository essay, so she assigns some of her students the entire essay, whereas some students she assigns them a short answer response.



An English teacher asks students to write an expository essay. She assigns some of her students the entire essay, while some students she assigns only a portion of the response.

A chemistry teacher wants the class to understand the difference between a physical and chemical reaction. She is having some of her students write a paper describing the difference. She is having some of her students create a venn diagram to illustrate the difference.

A chemistry teacher wants the class to understand the difference between a physical and chemical reaction. She is having some of her students write a paper describing the difference. She is having some of her students create a venn diagram to illustrate the difference.

A history teacher groups her students according to his or her individual skill level.

A history teacher groups her students according to his or her individual skill level.

Differentiation

Activity

- 1) Move into groups of four.
- 2) Based on the activity and your past experience, complete a t-chart defining what differentiation is and what it isn't.

What differentiation is NOT

Differentiation

- Modifying the activity so that students can all demonstrate their understanding of the learning target.
- Adapting the environment so that all students can learn.
- Adjusting the product students submit that demonstrates mastery of the learning target.
- Providing supplemental support for some students to either aid in the learning or expand upon the learning

Differentiation is NOT

- Having students do a different amount of work.
- Changing the learning target for some students.

Differentiation

Summary

Differentiation is adjusting the content, process, product, and/or environment so that all students have the opportunity to learn.

At the end of the lesson, all students should still meet the same learning target.

Exit Ticket & Homework

Exit ticket: Define differentiation in your own words.

Homework: Choose one lesson to bring to Lunch and Learn next Wednesday.

Differentiating Content

Differentiating Content

Week 2

Learning Target: I can develop a lesson that differentiates the content.

Task: We will develop ideas to differentiate content collaboratively.

Success Criteria: Incorporate differentiation for content in the lesson you brought.

Differentiating Content

What is it?

Differentiating Content

What is it?

Content refers to instructional strategies used to involve all learners in the learning.

Differentiating Content

Activity

- 1) I will present an instructional method in the following slide.
- 2) In groups of four, I want you to develop reasons why this method will be ineffective for some students.

An American History teacher presents new information on a PowerPoint presentation. Students are expected to write notes as she progresses through the content.

Differentiating Content

Activity

- 1) Share what your group identified.
- 2) Now, identify some strategies the teacher can incorporate to ensure she includes all learners in the learning.

Differentiating Content

Learning Target: Students understand what factors led to the American Revolution.

Lower level: Students are provided a note-taking guide and a copy of the presentation.

Regular: Students are given a graphic organizer on which to take notes.

Higher level: Students are not given aids.

Learning Target: Students understand what factors led to the American Revolution.

Lower level: Students are given a cause and effect graphic organizer.

Regular: Students are given a timeline graphic organizer.

Higher level: Students are asked to create their own graphic organizer (if needed) to conceptualize what caused the American Revolution.

Differentiating Content

Activity

- 1) Take out the lesson you brought.
- 2) Determine how you can differentiate the instruction for all students.
- 3) When finished, share with your group.
- 4) Be prepared to share with the class.

Differentiating Process

Recap

Activity

- 1) Share how your differentiating lesson went with your group. Focus on what went well and what you would do to improve.
- 2) Share with the class!

Differentiating Process

Week 2

Learning Target: I can differentiate the activity (process) in my lesson.

Task: We will develop ideas to differentiate process collaboratively.

Success Criteria: Incorporate process differentiation in the lesson you brought.

Differentiating Process

What is it?

Differentiating Process

What is it?

The **process** refers to the process or activity students participate in to deepen their learning.

Differentiating Process

Activity

- 1) I will present an activity in the following slide.
- 2) In groups of four, I want you to develop reasons why this method will be ineffective for some students.

**Students in an English class are asked to highlight
and label the figurative language they find in a
poem.**

Differentiating Process

Activity

- 1) Share what your group identified.
- 2) Now, identify some strategies the teacher can incorporate to ensure she includes all learners in the learning.

Differentiating Process

Learning Target: Students can identify figurative language in a poem.

Lower level: Students work with teacher.

Regular: Students work with peers.

Higher level: Students work individually.

Learning Target: Students can identify figurative language in a poem.

Lower level: Students are given a lower level poem or song.

Regular: Students are given a grade level poem.

Higher level: Students are given an above grade level poem.

Differentiating Process

Learning Target: Students can identify figurative language in a poem.

Lower level: Students are allowed to use notes that include examples of each figurative language.

Regular: Students are allowed to use a dictionary.

Higher level: Students work without aids.

Learning Target: Students can identify figurative language in a poem.

Lower level: Students are given a word bank with all the figurative language they need to find.

Regular: Students are not given a word bank.

Higher level: Students are not given a word bank and are asked to explain why each phrase they highlight is an example of figurative language.

Differentiating Process

Activity

- 1) Take out the lesson you brought.
- 2) Determine how you can differentiate the activity for all students.
- 3) When finished, share with your group.
- 4) Be prepared to share with the class.

Differentiating Product

Recap

Activity

- 1) Share with your group any questions you still have about differentiation.
- 2) Share with the class!

Differentiating Product

Week 3

Learning Target: I can differentiate the product (assessment) in my lesson.

Task: We will develop ideas to differentiate the product collaboratively.

Success Criteria: Incorporate product differentiation in the lesson you brought.

Differentiating Product

What is it?

Differentiating Product

What is it?

The **product** refers to the assessment (formative or summative) students are submitting to demonstrate his or her mastery of the learning target.

Differentiating Product

Activity

- 1) I will present a product in the following slide.
- 2) In groups of four, I want you to develop reasons why this assessment will be ineffective for some students.

Students in an Algebra class are asked to multiply and divide fractions for homework (10 problems).

Differentiating Product

Activity

- 1) Share what your group identified.
- 2) Now, identify some ways in which the teacher can modify the assignment so that all students can demonstrate their ability.

(Remember: Differentiation is not giving students less or more work)

Differentiating Product

Learning Target: Students can multiply and divide fractions.

Lower level: Students are given examples along with the assignment.

Regular: Students are given the processes needed to complete the task along with the assignment.

Higher level: Students are given no aids.

Learning Target: Students can multiply and divide fractions.

Lower level: Students are given the answers but must show the process to derive the answer.

Regular: Students are not given the answer but must still show the process.

Higher level: Students are not given the answer but must still show the process AND explain why the answer is correct.

Differentiating Product

Learning Target: Students can multiply and divide fractions.

Lower level: Students are given less complex fractions for their assignment.

Regular: Students are given a mixture of complex and less complex fractions.

Higher level: Students are given complex fractions.

Learning Target: Students can multiply and divide fractions.

Lower level: Students are working with fractions only.

Regular: Students are given a mixture of math problems and word problems.

Higher level: Students are given word problems.

Differentiating Product

Activity

- 1) Take out the lesson you brought.
- 2) Determine how you can differentiate the product for all students.
- 3) When finished, share with your group.
- 4) Be prepared to share with the class.

Differentiating the Environment

Differentiating the Environment

Week 4

Learning Target: I can develop a lesson that differentiates the environment.

Task: We will develop ideas to differentiate the environment collaboratively.

Success Criteria: Incorporate environment differentiation in the lesson you brought.

Differentiating Environment

Activity

- 1) I will present an activity in the following slide.
- 2) In groups of four, I want you to develop reasons why the environment will be ineffective for some students.

Students in a Biology class are working in groups of four to identify the similarities and differences of a Plant and Animal Cell.

Differentiating Environment

Activity

- 1) Share what your group identified.
- 2) Now, identify some ways in which the teacher can modify the environment so that all students can demonstrate their ability.

Differentiating Environment

Learning Target: Students can differentiate between an Animal and Plant cell.

Group students by level.

Differentiating Environment

Activity

- 1) Take out the lesson you brought.
- 2) Determine how you can differentiate the environment for all students.
- 3) When finished, share with your group.
- 4) Be prepared to share with the class.

Exit Ticket

- 1) What have you learned?
- 2) What do you still need more information about?
- 3) What have you incorporated in your class?
- 4) Were your efforts effective in increasing student learning?