



BASIC TRAINING IN DIFFERENTIATED INSTRUCTION

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Differentiated Instruction – Step One

Objectives: To help teachers focus on important differences among learners in the classroom

To give teachers a starting point from which to begin differentiated instruction

Time: 60 minutes (+ ongoing)

Materials: 5" x 8" note cards

Process:

Distribute stacks of 5" x 8" index cards. Ask teachers to do the following:

Start a 5" x 8" note card for each student in your room. Put a student's name at the top. On the card list the information such as:

Reading level-

English language proficiency level-

Level of adult supervision and involvement at home-

Strength areas-

Weak areas-

Preferred learning style-

Personal interests-

Least favorite things-

Fears-

Add or delete items as you see fit for your needs. Fill in as much of the information as you can. Begin working to find out about the areas with which you are not familiar. Update and add to the information as you learn more about the student."

Ask that individuals periodically review the information and use it to plan differentiated instruction, assignments, and assessments.

Activity from *Because You Teach: A Dynamic Musical Resource for Innovative Staff Development* (2006) by Kathy Hunt Ullock, Monte Selby, Debbie Silver, Rick Wormeli. Nashville, TN: Incentive Publications.

Differentiating Instruction

DIFFERENTIATING CONTENT:

- 1. Use reading materials at varying readability levels.**
- 2. Put text materials on tape.**
- 3. Use spelling and/or vocabulary lists at readiness levels of students.**
- 4. Present ideas through both auditory and visual means.**
- 5. Use reading buddies.**
- 6. Meet with small groups to re-teach an idea or skill for struggling learners or to extend the thinking or skills of advanced learners.**

DIFFERENTIATING PROCESS:

- 1. Use tiered activities through which all learners work with the same important understandings and skills but proceed with different levels of support.**
- 2. Provide interest centers that encourage students to explore subsets of the class topic or particular interest to them.**
- 3. Develop personal agendas to be completed either during a specified agenda time or as students complete work early.**
- 4. Offer manipulatives or other hands-on supports for students who need them.**
- 5. Vary the length of time a student may take to complete a task in order to provide additional support for a struggling learner or to encourage an advanced learner to pursue a topic in greater depth.**

DIFFERENTIATING PRODUCT:

Different Ways to Find Out What Students Understand

Make a chart or diagram	Do a demonstration	Create a dance
Write a letter to the editor	Make a scrapbook	Design a Web Quest
Conduct a discussion	Participate in a debate	Create a puppet show
Create an advertisement	Make an editorial video	Keep a journal log
Write an essay	Design a structure	Create a report
Participate in a simulation	Develop a collection	Make a plan
Create a poem	Write and do a rap	Make a mural
Do a photo essay	Design a game	Create a new product
Create an invention	Present a news report	Do an experiment
Teach someone else	Judge an event	Make a model
Write an analogy	Conduct an interview	Develop a rubric
Participate in a mock trial	Create cartoons	Write a book
Design and teach a class	Create a flow chart	Make a learning center
Devise a new recipe	Give a performance	Draw a blueprint
Write a monologue	Defend a theory	Do a self-assessment
Illustrate a math concept	Create a brochure	Solve a mystery
Do a multimedia presentation	Develop an exhibit	Critique a book
Write a diary from the perspective of someone else	Set up a system of checks and balances	Do a Gallery Walk (Carousel Walk)

Learning Centers

- 1. Make directions clear.**
- 2. Make directions comprehensive.**
- 3. Provide incentives and reinforcements.**

TIPS:

- A. Laminate everything.**
- B. Number & label pieces for easy pick-up & storage.**
- C. Use "blogs" and/or interactive journals.**
- D. Use sign-in sheets, logs, charts, etc. for record keeping.**
- E. Monitor frequently and give feed-back.**
- F. Change centers often.**
- G. Encourage students to help create, add to, and improve centers.**
- H. Use center monitors when appropriate.**
- I. Use volunteers to create and monitor centers.**

Learning Centers

Learning Center Plan

Topic or Subject:

Standards:

Essential Ideas:

Activities:

Materials:

Location:

Assessment:

Teacher Comments:

Tiered Assignments

Rationale:

- Blends assessment and instruction
- Allows students to begin learning from where they are
- Allows students to work with appropriately challenging tasks
- Allows for reinforcement or extension of concepts and principles based on student readiness
- Allows modification of working conditions based on learning style
- Avoids work that is anxiety-producing (too hard) or boredom-producing (too easy)
- Promotes success and is therefore motivating

Guidelines for Use:

1. Be sure the task is focused on a key concept or generalization essential to the study.
2. Use a variety of resource materials at differing levels of complexity and associated with different learning modes.
3. Adjust the task by complexity, abstractness, number of steps, concreteness, and independence to ensure appropriate challenge
4. Be certain there are clear criteria for quality and success

(Tomlinson, 2001, p. 101)

Designing a Tiered Assignment

1. Determine student levels of readiness and ability.
2. Identify essential skills and/or knowledge needed.
3. Establish the number and range of tiers (could be as few as 2 or as many as 5).
4. Select appropriate learning strategies or activities that target desired outcomes for skills and knowledge.
5. Modify the strategies for each designated tier. (Modifications can include levels of support, choices, supplemental materials, etc.).
6. Decide how to assess each tier (design rubrics ahead of time).

Low Prep Tiering:

- Choices of reading material and/or reading buddies
- Number of steps involved
- Time Allotment
- Supplemental materials (calculator, dictionary, note cards, etc.)
- Mini-teacher led workshops to teach or re-teach skills
- Varied levels of questions (Bloom's Taxonomy)
- Others? _____

Higher Prep Tiering:

- Learning/Interest centers
- Audio/visual resources
- Cubing
- Project/portfolio assignments
- Varied levels of knowledge demonstration (Bloom's Taxonomy)
- Others? _____

Tiered Activities To Vary the Level of a Lesson

Subject Area:

Grade Level:

Outcome/ Performance Indicators			
Assessment			
Instruction/ Learning Activity			
Resources			
Assignments			

Pre-assessment:

Flexible Grouping

Rationale:

- Allows both for quick mastery of information/ideas and need for additional exploration by students needing more time for mastery
- Allows both collaborative and independent work
- Gives students and teachers a voice in work arrangements
- Allows students to work with a wide variety of peers
- Encourages teachers to “try out” students in a variety of work settings
- Keeps students from being “pegged” as advanced or struggling
- Keeps students from being cast as those in need of help and those who are helpers

Guidelines for Use:

1. Ensure that all students have opportunities to work both with students most like themselves and with students dissimilar from themselves in readiness and interest
2. Teacher assigns work groups when task is designed to match individual readiness/interest based on pre-assessment or teach knowledge
3. Teacher assigns work groups when desirable to ensure that students work with a variety of classmates
4. Students select groups when task is well-suited for peer selection
5. Alternate purposeful assignment to groups with teacher/student selection
6. Ensure that all students learn to work cooperatively, collaboratively, and independently
7. Be sure there are clear guidelines for group functioning that are taught in advance of group work and consistently reinforced

(Tomlinson, 2001, p. 102)

Flexible Grouping

Flexible grouping: matching students to skill work by virtue of readiness, not with the assumption that all need the same task, computation skill, writing assignment, etc. Movement among groups is common, based on readiness on a given skill and growth in that skill.

Part of the group's participation grade is based on how well each team member performs her/his job. Points are deducted if team members are off task or choose to act inappropriately.

Group Participation Number Line

Date: _____

Group Number: _____

Group Members Present: _____

100 95 90 85 80 75 70 65 60 55 50 45 40 35 30 25 20 15 10 5 0

Participation Points Earned: _____

Anchor Activities: on-going assignments tied to the curriculum and for which students are accountable that can be worked on independently throughout a grading period or longer.



Purpose of Anchor Activities:

1. To provide *meaningful* work for students when they finish an assignment or project, when they first enter the class or when they are “stumped.”
2. To provide *ongoing* tasks that tie to the content and instruction.
3. To free up the classroom teacher to work with other groups of students or individuals.

Ideas for Anchor Activities

Silent reading (content related)	Learning packets
Listening stations	Class project
“Brain Challenges”	Commercial kits & materials
Researching question	Web Quest
Vocabulary work	Learning/Interest centers
Journal writing	Work on portfolio
Investigations	Learning logs
Skill practice	Personal agendas
Games (content related)	Individual project
Creating learning center materials	Writing book, poem, story,
Illustrating work	Working with manipulatives

Other Ideas:



Anchor Activities work best when:

- Expectations are clear and the tasks are taught and practiced prior to use.
- Students are held accountable for on-task behavior and/or task completion and quality.

LIST OF RELATED CITATIONS
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