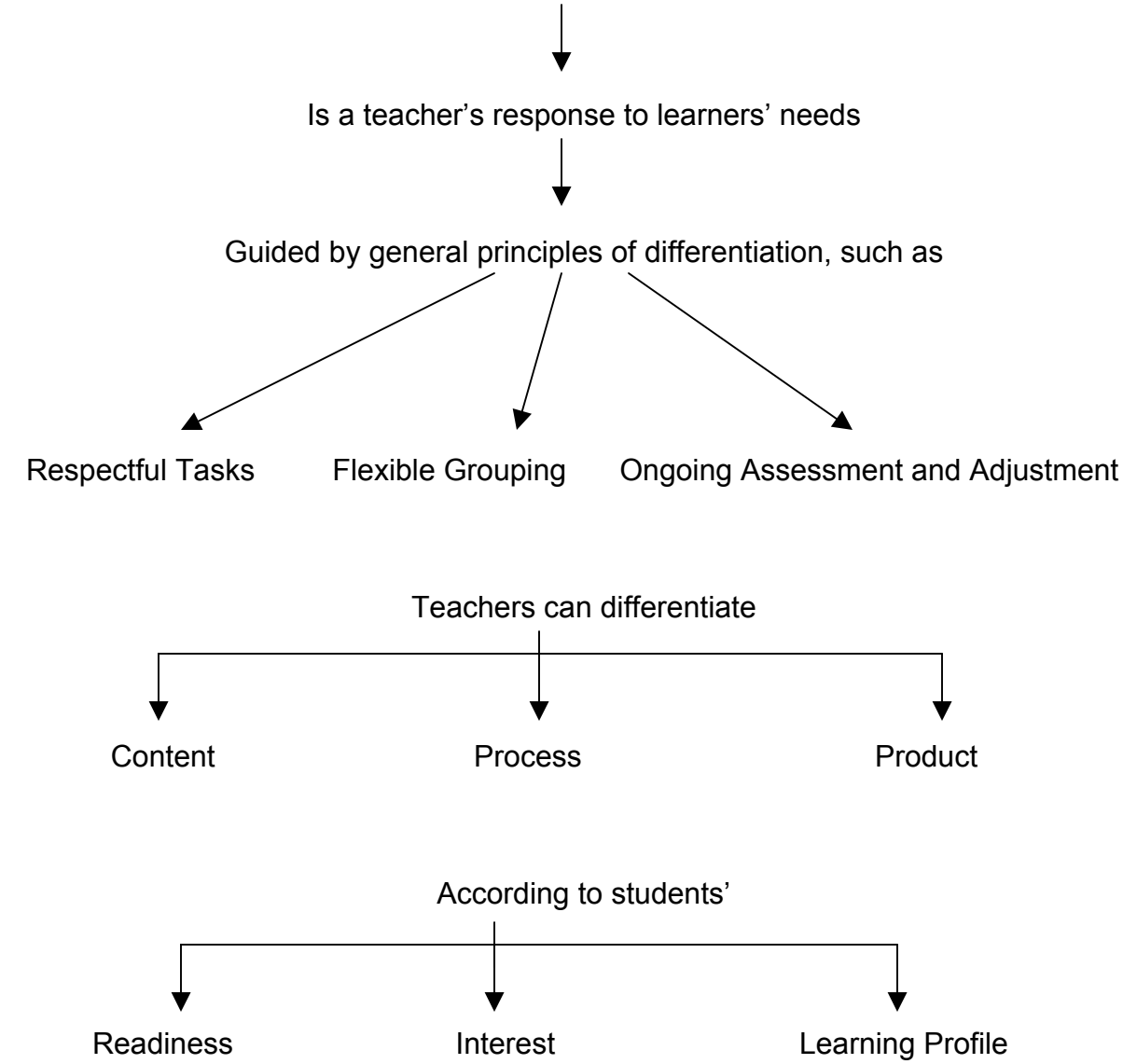
Differentiation of Instruction



Through a range of instructional and management strategies, such as:

Multiple Intelligences "Jigsaw" Activities Taped Material Anchor Activities Varying Organizers Varied Texts Varied Supplemental Materials Literature Circles	Tiered Lessons Tiered Centers Tiered Products Learning Contracts Small Group Instruction Group Investigation Orbitals Independent Study	4-MAT Varied Questioning Strategies Interest Centers Interest Groups Varied Homework Compacting Varied Journal Prompts Complex Instruction

Source: Tomlinson, C. A. (1995). *How to differentiate instruction in mixed-ability classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.

Ways to Differentiate Content

- Reading partners/Reading buddies
    - Read/summarize
    - Read/question/answer
    - Visual organizer/summarizer
    - Parallel reading with teacher prompt
- Choral reading/Antiphonal reading
- Flipbooks
- New American lecture
- Split Journals (double-entry/triple-entry)
- Books on tape
- Highlights on tape
- Digests/“Cliff Notes”
- Note taking organizers
- Varied texts
- Varied supplementary materials
- Highlighted texts
- Think-Pair-Share/Preview-Midview-Postview

Source: Tomlinson, C. A. (2000, September). Reconcilable differences: Standards-based teaching and differentiation. *Educational Leadership*, *58*(1), 6-11.

A Few Roads to a Differentiated Classroom

Readiness	Interest	Learning Profile
Varied texts	Exploratory studies	Vary teacher presentation
Varied supplementary materials	Concepts/principles through lens of interest	• Auditory • Visual
Varied scaffolding	Entry points	• Kinesthetic
• Reading	Open student choice	• Whole-to-part
• Writing	Independent study	• Part-to-whole
• Research	Orbitals	Vary student mode of expression
• Technology	Design-a-day	• Gardner's 8+
Tiered tasks	I-searches	• Sternberg's 3
Tiered products	Mentorships	Working choice arrangements
Flexible time use	Group investigation	4-MAT
Small group instruction	Interest groups	Flexible environment
Homework options	Interest centers	Complex instruction
Tiered or scaffolded assessment	Negotiated criteria	Multiple modes of assessment
Compacting	Selecting audiences	Organizers
Mentorships		Varied approaches to organizing ideas and information
Negotiated criteria		
Varied organizers		

Keep adding . . .

Source: Tomlinson, C. A. (1999). *The differentiated classroom: Responding to the needs of all learners.* Alexandria, VA: Association for Supervision and Curriculum Development.

The Teacher Attends to Student Differences

> In differentiated classrooms, the teacher is well aware that human beings share the same basic needs for nourishment, shelter, safety, belonging, achievement, contribution, and fulfillment. She also knows that human beings find those things in different fields of endeavor and according to different timetables. By attending to human differences she can best help individuals address their common needs. Our experiences, culture, gender, genetic codes, and neurological wiring all affect how and what we learn. In a differentiated classroom, the teacher unconditionally accepts students as they are and she expects them to become all they can be.

Source: Tomlinson, C. A. (1999). *The differentiated classroom: Responding to the needs of all learners.* Alexandria, VA: Association for Supervision and Curriculum Development.

Principles That Govern Effective Differentiation

- A differentiated classroom is flexible.
- Differentiation of instruction stems from effective and ongoing assessment of learner needs.
- Flexible grouping helps ensure student access to a wide variety of learning opportunities and working arrangements.
- All students consistently work with "respectful" activities and learning arrangements.
- Students and teachers are collaborators in learning.

Source: Tomlinson, C. A. & Allan, S. (2000). *Leadership for differentiating schools and classrooms.* Alexandria, VA: Association for Supervision and Curriculum Development.

Beliefs About Teaching and Learning

- Human beings share common feelings and needs, and schools should help us understand and respect those commonalities.
- Individuals also differ significantly as learners; these differences matter in the classroom, and schools should help us to understand and respect the differences.
- Intelligence is dynamic rather than static, plural rather than singular.
- Human capacity is malleable, and the art of teaching is the art of maximizing human capacity; a central goal of schools ought to be maximizing the capacity of each learner.
- We probably underestimate the capacity of every child as a learner.
- Students should be at the center of the learning process, actively involved in making sense of the world around them through the lenses we call "the disciplines."

- All learners require respectful, powerful, and engaging schoolwork to develop their individual capacities so that they become fulfilled and productive members of society.
- A major emphasis in learner development is self-competition for growth and progress.
- Teachers and other adults need to help learners accept responsibility for their own growth and progress.
- Individuals and society benefit when schools and classrooms are genuine communities of respect and learning.
- Effective heterogeneous classrooms are essential to building community in our schools.
- Effective heterogeneous classrooms are powerful venues because most students spend most of their school time in such classrooms.
- All effective heterogeneous classrooms recognize the similarities and differences in learners and robustly attend to them.
- Excellent differentiated classrooms are excellent first and differentiated second.

Source: Tomlinson, C. A. & Allan, S. (2000). *Leadership for differentiating schools and classrooms.* Alexandria, VA: Association for Supervision and Curriculum Development.

Guidelines for Planning Differentiated Instruction
(Use portions applicable to your teaching/learning needs.)

1. Are <u>you</u> clear on what you want the student to
   - Know (facts, information),
   - Understand (principles, generalizations, ideas), and
   - Be able to do as a result of this/these learning experience(s)?

2. In deciding on content, have you thought about and selected
   - Alternate sources/resources,
   - Varied support systems (reading buddies, tape recordings, digests, direct instruction groups, organizers, extenders), and
   - Varied pacing plans?

3. Have you made plans to pre-assess student readiness so you can make appropriate content or activity assignments? Does the pre-assessment give a picture of understanding and skill versus facts only? Does the pre-assessment focus squarely on items in number one above?

4. As you assign students to groups or tasks, have you made certain that
   - All of them call for high level thinking?
   - All of them appear to be of about equal interest to your learners?
   - If readiness-based, they vary along the continua of the equalizer?
   - If interest based, students have choices to make about how to apply skills and understandings or how to express them?

- There are opportunities for varied modes of learning to accommodate varied learning profiles?
- Each activity focuses squarely on one (or a very few) key concepts and generalizations?
- Each activity requires all students to make sense of (own) the key concept(s)/generalization(s)?
- Student choice is maximized within teacher-generated parameters needed for focus and growth?
- Appropriate skills have been integrated into the activity requirements?
- Expectations for high-quality task completion are clearly delineated for students?
- You have a plan for gathering ongoing assessment data from the activity?
- You have a plan/mechanism for bringing closure and clarity to the tasks?

5. When creating assignments for differentiated products, have you made certain that
   - They vary along the continua of the equalizer-based student readiness?
   - They require all students to use the key concepts, generalizations, ideas, and skills to solve problems, extend understandings, and create meaningful products?
   - They maximize student choice options within parameters necessary to demonstrate essential understandings and skills?
   - They include a core of clearly delineated and appropriately challenging expectations for the content of the product (what understandings and skills it must demonstrate, what sorts of resources must be used, etc.), processes involved in production (planning, goal setting, time line use, use of a process log, self-evaluation, drafts/stages, etc.), and production requirements for the product (what will constitute an effective video or speech or proposal or photo essay, etc.)?
   - They provide for additional criteria for success to be added by the student, and by the teacher for individual students?
   - There are plans for formative evaluation and modification of the product?
   - There are plans for summative evaluation by the teacher, student, peers, and others (e.g., parents, real audience) based on the product criteria?
   - You have involved or informed parents as appropriate?

6. Have you also thought about
   - Use of instructional strategies such as contracts, centers, interest groups, compacting, etc., which might help you vary learning options?
   - Use of small groups for direct instruction (re-teaching, extension)?
   - Sampling students to assess understanding, group processes, and production needs?
   - Meaningful tasks for reinforcement, extension, and exploration when students complete required work?

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