

The Differentiated Classroom

Not As Hard As You Think

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Mindstreaming

Activity

Think of a lesson that was very successful and one that was not successful.

Get ready to share them with a partner.

Share out

- What made your lessons successful?
- Who has an failed lesson to share?

Table Talk

Sticky-note Activity

- What are the benefits of differentiation?
 - What are your fears with differentiation?
-

**If you're still
wondering
whether or not
differentiation is
a good idea...**

Here is a [video](#) to
defend its honor.

Myth Busting: Differentiated Instruction: 3 Myths and 3 Truths

1. Read through each of the myths and truths
2. Reflect on whether your fears and/or benefits were supported or challenged by the article

MYTHBUSTERS

**Take a second to
check over your
post-it sections.
Should any of
them be moved or
added?**

Conservation and Economic Efficiency

Talbot Page addresses the range of issues that need to be considered in establishing a materials policy. First, he examines a materials policy based on a criterion of economic efficiency, investigating factors affecting competition between the uses of primary materials and secondary materials and attempting to assess the impact on their relative use levels of three commonly cited market failures: (1) differing taxes and tax allowances, (2) differential freight rates, and (3) the failure to include waste disposal costs in the price of goods and services. Second, Page examines the intertemporal distributional implications of a materials policy based on the criterion of economic efficiency and judges this criterion to be insufficient to guarantee fairness to future generations. A second or conservation criterion is developed to introduce equity and fairness into the economics of natural resources. Finally, Page attempts to reconcile these two diverse positions by combining the best properties of each.

How can we make it more accessible?

What is our purpose? What are we going to do with this?

- You have to read this paper for curricular expectations (you processing this reading)
- You need to learn this content (you learning this content)

Elements of the Curriculum That Can Be Manipulated

Content

- Facts, concepts, and skills related to the subject
- Includes how the teacher plans and how the student gains the knowledge or skills

Process

- How the student comes to make sense of or "own" the content
- Synonym for process is "activity"

Product

- Items students can use to demonstrate their understanding

Readiness

- Teacher constructs tasks or provides learning choices at different levels of difficulty based on learners' needs

Interests

- Teacher aligns key skills and materials of a curriculum with topics that intrigue students

Learning Profile

- Teacher addresses learning styles, student talent, or intelligence profiles

Student Characteristics for Which the Teachers Can Differentiate

Differentiation of Instruction

is a teacher's response to learner's needs

guided by general principles of differentiation, such as

respectful tasks

ongoing assessment and adjustment

flexible grouping

Teachers can differentiate

Content

Process

Product

according to student's

Readiness

Interests

Learning Profile

through a range of instructional and management strategies such as

multiple intelligences
jigsaw
taped material
anchor activities
varying organizers
varied texts
varied supplementary materials
literature circles

tiered lessons
tiered centers
tiered products
learning contracts
small-group instruction
group investigation
orbitals
independent study

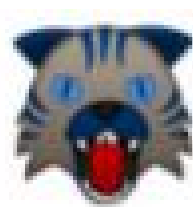
4MAT
varied questioning strategies
interest centers
interest groups
varied homework
compacting
varied journal prompts
complex instruction

2 Major Ways to Organize Differentiation
























1. **Transparent Choice Differentiation** -- presenting multiple options and/or levels to students and allowing them to choose which option they would like to take
2. **Purposeful Flexible Grouping (Teacher Chosen)** -- teacher assigns students to groups based on some sort of pre-assessment

Pre-Assessment results

| | | | |
|---|---|---|---|
|   |   |   |   |
|   |   |   |   |
|   |   |   |  |
| | | | |


















Homogeneous

| | | | |
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|   | | | |

Heterogeneous

| | | | |
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|    |    |    |   |
| | | | |
| | | | |

Pull-Out

| | | | |
|---|---|---|---|
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|  |  |  |  |
| |  |  |  |



Parallel Teaching



Note: Often
easiest to begin
with **READINESS!!**

Names for Transparent Choice Readiness:

1. Straight Ahead -- Moving right along where you should be
(NOTE: IT IS NOT MOVING DOWN; IT IS MOVING FORWARD --
This should be considered grade level)
2. Uphill -- A little added challenge
3. Mountainous -- A BIG challenge



Example One: Grouping (Beginning Band)

- Most students practice in a whole heterogeneous setting
- Small groups of students work on review app in homogeneous small group pull out
- One MOUNTAINOUS student works in pull out entire time with a video of teacher
- Flexible grouping
- Process AND Content





Percent Activity: Straight-ahead

Name _____

Technology

You are going on a shopping spree and buying the following two items:

| Item | Buying price | Mark-up: 50% | Selling price (Buying + Mark-up) | Tax: 9% | Total price: (Selling + Tax) |
|--|--------------|--------------|--|---------|---------------------------------|
| Backpack  | \$22 | | | | |
| Jacket  | \$98 | | | | |

Total:

Percent Activity: Mountainous

Name _____

Shoes

You are buying the following two items:

1. Backpack shoes for \$22 with a mark-up of 50% and 9% tax.



2. Jacket for \$98 with a mark-up of 45% and 8% tax



the quiz.



Process AN

Readiness a

Percent Activity: Uphill

Sports

You need to buy the following items: Each item had a 50% mark up and 9% tax. How much did you spend for the two items combined?

| Item | Buying price | Mark-up: 50% | Tax: 9% | Total price: (Selling + Tax) |
|--|--------------|--------------|---------|---------------------------------|
| Backpack  | \$22 | | | |
| Jacket  | \$98 | | | |

Total:

Example Two B: Leveled Lesson (PE)

5 reps of 3 different exercises, for 5 minutes. The exercises can change, depending on what the focus is that week- Cardiovascular, Strength, Flexibility, Team building. (*I've done 5 exercises, but found that 3 works better, less time explaining, more working)

ALL students are actively engaged for full 5 minute workout. You can do it too!

*none to minimal equipment, minimal space needed.

The Exercises: Jumping Jacks, Push-ups, Burpees... Most have up to three different versions for each student to choose what's best for them. The goal is to never have a student say, "I can't do it"...you will see you CAN!

Differentiated: I've used terms such as Amateurs/high school, College, Profession...(When you say "Professional" many think they already should be PRO athletes. So they go right to it... which is great.

NOTE: Each exercise has a designated area where you need to do the particular exercise- this promotes movement and increases cardiovascular health- many times students will run to get to the spot, as not to waste time.

Jumping Jacks: (*5 reps) All should be started & finished while stationary- (Not while moving to JJ station area)

Amateurs/High School: Basic Jumping Jack. Hands at sides, jump separating feet, bringing hands above shoulders.

College: Basic Jumping Jack. Hands at sides, Jump separating feet, Bring hands above head with a clap.

Pro: Jumping Jacks while holding 2.5 lbs weights. (* careful you don't bang your hands on weights)

- Process
- Readiness AND Interest

Example Three: Reading Comprehension

(Language Arts)

Directions: Read the following passage. Then choose ONE of our note-taking strategy options to answer the question:

What makes a cheetah a cheetah?

****Make sure to include information such as what it looks like, what it eats, where it lives, Facts about it, etc.**

Note-Taking Strategy Options for this assignment:

1. Black out poem (cross out all words that you do not need and leave only the ones that help you answer the question)
2. Make a spider web (Cheetah in the middle; different topics such as food, looks, etc. coming out with information about it)
3. Draw a picture of a cheetah living in its environment and label things like its food, its looks, etc.

OVERVIEW

Fastest mammal on land, the cheetah can reach speeds of 60 or perhaps even 70 miles (97 or 113 kilometers) an hour over short distances. It usually chases its prey at only about half that speed, however. After a chase, a cheetah needs half an hour to catch its breath before it can eat.

The cheetah's excellent eyesight helps it find prey during the day. The cheetah is hard to see because its spotted coat blends with the tall, dry grass of the plains. Suddenly, the cheetah makes a lightning dash. It knocks its prey to the ground and then bites its throat. Once found throughout Asia and Africa, cheetahs today are racing toward extinction. Loss of habitat and declining numbers of their prey combine to threaten the future of these cats. Cheetahs live and hunt mainly in open grasslands and bushy areas in parts of Africa and the Middle East.

Cheetahs eat small- to medium-size animals, such as hares, impalas, wildebeest calves, and gazelles.

Example Three: Reading Comprehension (Language Arts) Cont.

Example Four: Leveled Reading (Language Arts)

- All students reading the same story, but students will read at different levels
- One exemplary website to do this easily is newsela.com

● Content

● Readiness



Example F

- Students will r
- Straight Ahead
- Uphill:
- Mountainous:
- Process
- Readiness

Step One: Use the Student-Friendly Definition chart below to deepen your understanding of the word boycott.

| | |
|--|---|
| Write the word: | Boycott |
| Study how it is used in the text: | "The students decided to organize a <u>boycott</u> of the school." |
| Write a definition in your own words: | refuse Being defiant or refusing to a thing |
| Write the dictionary definition: | To refuse to buy, use, or participate in something as a way of protesting |
| Write a "You" sentence using the word: | You might need to organize a <u>boycott</u> in your school if you want a rule to change. |
| Write a "Someone" definition using the word: | Someone might need to organize a <u>boycott</u> of <u>the risks</u> because <u>they overcharge disabled & elderly.</u> |
| Write a "Something" definition using the word: | Something else that should be <u>boycotted</u> is <u>the city schools</u> because <u>they serve unhealthy foods but discarding food</u> |

Good explanation! →

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caffolding will vary

Example Six: Menu of Options (Social Studies)

- Menu of Options:

Example Seven: Menu of Options (Science)

- Students can choose from a variety of topics (these are a few examples from many)

Layers of the Earth-you need to include:

- * 8 Vocabulary Words: Oceanic Crust, Continental Crust, Mantle, Lithosphere, Asthenosphere, Lower Mantle, Inner Core, Outer Core
- * Information about each of the 8 vocabulary words

Plate Boundary- you need to include:

- * What is happening at your boundary?
- * What would you find at your boundary? (Mountains, volcanoes, earthquakes, trenches, subduction, rift valley, type of stress) and why.
- * Real world examples of where you can find your boundary.

Process of Sea-floor Spreading- you must include:

- * Vocabulary Terms: Mid Oceanic Ridge, Deep ocean trench, divergent plate boundary, convergent plate boundary, subduction, convection currents, oceanic crust.
- * Visually show the process of sea floor spreading using all above vocabulary words and explain how the process happens.

Example Seven: Menu of Options (Science)

cont.

- Teacher sets specific stipulations for each topic

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Example Seven: Menu of Options (Science)

cont.

- Students can choose from a long list of ideas to present their knowledge

Presentations can be: *Poster, 3-D model, PowerPoint presentation, movie, other online presentation, comic book, creative short story from the perspective of your topic from "birth to death," comparison analogy, song or rap about your topic, research essay, make a t-shirt, design your own...*

- Content AND Product
- Interest AND Learning Profile

Example Eight: R.A.F.T. (Language Arts)

- RAFT Assignment (R.ole, A.udience, F.ormat, T.opic)
- Content AND Product
- Interest AND Learning Profile

RAFT Assignment

Unit/Theme: Cinderella



| Role | Audience | Format | Topic |
|------------------|------------|---------------|------------------------------|
| Yourself | Yourself | Letter | Family Problems |
| Cinderella | Author | Diary Entry | Evaluation of the Book |
| Evil Step Mother | Friend | Complaint | Cinderella's Conflict |
| Fairy God Mother | Cinderella | Advice Column | What it means to be a Friend |

Quick Fire Challenge Task ~ VISUAL AD TEAM

Quick Fire Challenge Task ~ WRITTEN LETTER TEAM

A client needs help determining whether to require all students to use only pencils or only pens during the next school year. Your team must choose either pens or pencils and convince the client to agree with your choice.

The Bad News?

- The client is coming **today at 3:20** to hear your proposal.
- Your group will only have **15 minutes to prepare** your entire product.
- Since she is hearing many proposals today, you must limit your time to **30 seconds** for the presentation to the client.

The Good News?

- Your team should not prepare a final product. The client wants to see rough draft/quick ideas.
- Make sure you address both of these:
 - What makes your product the best choice?
 - Why should they not choose the other product?

Your Product?

- As a team (or individually if you prefer), decide which product you prefer, pens or pencils.
- Quickly brainstorm ideas for a written letter to the client that will convince her which product the School Board should select.
- Produce a rough version of your letter - be ready to read it aloud when the client arrives.

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 - Why should they not choose the other product?

Your Product?

A Written Letter

- As a team (or individually if you prefer), decide which product you prefer, pens or pencils.
- Quickly brainstorm ideas for a written letter to the client that will convince her which product the School Board should select.
- Produce a rough version of your letter - be ready to read it aloud when the client arrives.

at

Quick Fire Challenge Task ~ SKIT / PLAY TEAM

A client representing the Urbana School District School Board needs help determining whether to require all students to use only pencils or only pens during the next school year. Your team must choose either pens or pencils and convince the client to agree with your choice.

The Bad News?

- The client is coming **today at 3:20** to hear your proposal.
- Your group will only have **15 minutes to prepare** your entire product.
- Since she is hearing many proposals today, you must limit your time to **30 seconds** for the presentation to the client.

The Good News?

- Your team should not prepare a final product. The client wants to see rough draft/quick ideas.
 - Make sure you address both of these:
 - What makes your product the best choice?
 - Why should they not choose the other product?

Your Product?

A Skit / Play

- As a team (or individually if you prefer), decide which product you prefer, pens or pencils.
- Quickly brainstorm ideas for a skit/play that convince the client to choose your product.
- Prepare a rough version of your play or skit - be ready to act out parts or all of it.

CH TEAM

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Example Ten: Alternate Assignments (Social Studies)

- All students would tell the story of how Hunters and Gatherers become Agricultural Societies

- Product

- Learning Profile

Representation Suggestions:

- Traditional essay detailing what caused the transition from hunter-gatherer society to agricultural society
- Journal entry explaining how your life has improved since your society adopted agriculture
- Create a children's book or short story (with pictures and text) explaining the transition
- Create a poster that would encourage a person to change from a hunter-gatherer group to an agricultural society
- Create a comic strip (using comic life) representing a funny story that shows why people decided to become an agricultural society
- Create a flow chart (depicting the causes) from hunter-gatherer to agricultural society
- Create a speech that you could read as a leader trying to convince your people to become an agricultural society
- Anything else you can come up with and okay with the teacher!!!

Example 11

This project will be a picture you design, made of line segments. You will write two points on each line calculate the slope and the equation of the line. Your grade will be based on accuracy and neatness.

Directions:

- 1) Center and draw a large coordinate plane on a piece of graph paper.
- 2) Label the x- and y-axes and scale the axes by ones.
- 3) Draw a design or picture using at least 10 line segments. You may use only straight lines and you must use all four quadrants. You must have at least 2 vertical, 2 horizontal, 3 positive and 3 negative lines. Each line must have a different equation. No more than two lines may have the same slope. You may have more than 10 lines but you only need to calculate 10!
- 4) Highlight:
 - a) A negative slope in Quadrant I
 - b) A undefined slope in Quadrant II
 - c) A zero slope in Quadrant III
 - d) A positive slope in Quadrant IV
- 5) In a paragraph form, explain how to find the slope of any given line segment and the equation of a line segment given two points. These explanations should be done on a separate sheet of paper.
- 6) Slopes and equations for four segments:
 - a) List the four segments you have highlighted giving the coordinates of the endpoints.
 - b) Find the slope of each these segments. Show your work.
 - c) Write the equation for each of these segments. Show your work.
- 7) Turn in:
 - a) Your design on graph paper
 - b) Your paragraph on lined paper
 - c) Your slopes and equations for part 6 on lined paper

her into a topic.

- Provide enrichment

- They can work on

- Process, Content

- Readiness or Int

Classroom Management?

Thoughts from Sousa and Tomlinson (2011)

What is your view of classroom management and teacher role?

(Sousa and Tomlinson, 2011, p. 167)

| Leader | Manager |
|--|-----------------------|
| Focuses on people | Plans schedules |
| Has a vision for something good | Plans schedules |
| Has the capacity to share the vision and enlist others in it | Handles details |
| Builds a team for achieving the vision | Prepares materials |
| Renews the commitment to the vision | Arranges furniture |
| Celebrates successes | Orchestrates movement |
| _____ | Practices routines |
| | Troubleshoots |

Four Kinds of Classroom Environments

Dysfunctional Learning Environments

- Constant struggle for control
- Uncomfortable to be in
- Difficult to complete work

Adequate Learning Environments

- Basic level of order
- Tension exists from the power struggles
- Interruptions occur
- Some academic work can be accomplished

Orderly-Restrictive Learning Environments

- Classes run smoothly
 - Highly managed
 - Tight routines
 - Limited range of instructional strategies
- (Sousa and Tomlinson, 2011, p. 168)

Orderly-Flexible Learning Environments

- Classes run smoothly
- Loosely structured days
- Variety of instructional strategies
- Classroom routine is flexible and changeable
- Most likely to have learning occur

Flexible Learning Environments:

- Encourage **Relaxed Alertness**
 - Low Threat; High Challenge
 - Optimal emotional state; learner feels both competent and confident
- Students in these environments show increases in:
 - Competence
 - Creative performance
 - Vocabulary use and variety
 - Problem-solving performance

(Sousa and Tomlinson, 2011, p. 167)

Let's Review

- Start small
- Make it a habit from the start
- Don't think you have to differentiate everything everyday
- Three is the magic number
- Ask for help
- Don't get discouraged if it doesn't work
- Time up front is paid back in the end

Table Talk

Reflection Activity

Think back to the unsuccessful lessons we shared at the beginning , how could we fix them?

Think of the lesson you shared, how could you fix it?

Questions?