

**Differentiated  
Instruction**

**We Can No Longer Just  
Aim Down the Middle**

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◆ **The biggest mistake of past centuries in teaching has been to treat all children as if they were variants of the same individual and thus to feel justified in teaching them all the same subjects in the same way.**

Howard Gardner

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◆ **When a teacher tries to teach something to the entire class at the same time, "chances are, one-third of the kids already know it; one-third will get it; and the remaining third won't. So two-thirds of the children are wasting their time."**

Lillian Katz

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◆ **To learn a particular concept, "some children need days;**  
◆ **Some need ten minutes"**  
◆ **But the typical lockstep school schedule ignores this fundamental fact.**  
**Marilyn Hughes**

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**Objectives for the day:**

- ◆ Be familiar with special populations of students.
- ◆ Identify key features of an effectively differentiated classroom.
- ◆ Explain some of the key concepts and principles of differentiated instruction and modifications.
- ◆ Identify ways you could use strategies and principles of differentiation.

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**Special Populations**

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### Acronyms (Alphabet Soup)

- ◆ SPED
- ◆ ARD
- ◆ LRE
- ◆ IEP
- ◆ Inclusion
- ◆ LD
- ◆ ED
- ◆ OHI
- ◆ FAPE
- ◆ GT
- ◆ FBA
- ◆ OT/PT
- ◆ BD
- ◆ ADHD / ADD
- ◆ Aspergers
- ◆ Autism
- ◆ 504
- ◆ ESL
- ◆ LEP

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### Gifted and Talented Learners

**"Gifted and talented means a child or youth who performs at or shows the potential for performing at a remarkable high level of accomplishment when compared to others of the same age, experience or environment and who:**

- ◆ 1. exhibits high performance capability in an intellectual, creative, or artistic area:
- ◆ 2. possesses an unusual capacity for leadership, or:
- ◆ 3. excels in a specific subject academic area."

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### Gifted and Talented Learners

- ◆ Quick to grasp
- ◆ Keen insight
- ◆ Questioning/curious
- ◆ Want to know why
- ◆ Often high energy
- ◆ Finish early
- ◆ Challenging
- ◆ Sparkplugs

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### **Gifted and Talented**

- ◆ **Only 2% of population is TRULY gifted and talented**
- ◆ **Can be "at risk"**
- ◆ **Many don't fit in with their peers**
- ◆ **Can feel like loners**
- ◆ **May try and hide their giftedness**

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### **Gifted and Talented**

- ◆ **Many need help with their social skills**
- ◆ **Many will prefer the company of the teacher instead of their peers**

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### **Myths of Gifted Learners**

- ◆ **Myth #1 - They can succeed without help and have everything going their way.**
- ◆ **Myth #2 - They are not aware of being different unless someone tells them they are.**
- ◆ **Myth #3 - They will reveal their giftedness in school and will want to emphasize it.**

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### Myths of Gifted Learners

- ◆ **Myth #4 - They need constant demands to live up to their potential if they are to achieve.**
- ◆ **Myth #5 - They are as stable and mature emotionally as they are bright.**
- ◆ **Myth #6 - They enjoy serving as 'examples' for other children.**
- ◆ **Myth #7 - Their special abilities are always prized by their families.**

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### Gifted and Talented

- ◆ **The aim is to promote creativity and higher level cognitive thinking...**
- ◆ **More work is not the answer!**

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### Gifted and Talented

- ◆ **Encourage the following:**
- ◆ **Creative thinking**
- ◆ **Open-endedness**
  - **More than one way to skin a cat!**
- ◆ **Risk taking**
- ◆ **Group interaction**
- ◆ **Freedom of choice**

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### **Gifted and Talented**

- ◆ **Do NOT:**
- ◆ **Give busy work... more of the same**
- ◆ **Require right or wrong answers all the time**
- ◆ **Routinely exhibit their work as a model**
- ◆ **Use them as a tutor... unless they want to help**

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### **Limited English Proficiency**

**Individuals who do not speak English as their primary language and who have a limited ability to read, speak, write, or understand English can be limited English proficient, or "LEP."**

**This includes students served in bilingual, English as a Second Language, and immersion programs.**

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### **Bilingual Education**

**Students are taught on their academic level in their native language.**

**Different models of bilingual education gradually increase the amount of English that is introduced.**

**The goal is for students to become bilingual and bi-literate (Reading and Writing) in both languages.**

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**Modifying Instruction  
Student in Mainstream Classes**

- ◆ **Modifying instruction is critical to ESL students' success.**
- ◆ **However, modifying instruction doesn't mean creating a second lesson plan or curriculum; it just means changing some of the ways you do things.**
- ◆ **Most of your native English-speaking students can benefit from modifications as well.**

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**English as a Second Language**

**Includes non-Spanish & Spanish speakers (Vietnamese, Cambodian, Urdu, etc.)**

**Students are taught in English only**

**A class may include recent immigrants and students who were born in USA**

**Each has different needs**

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**Transitional Language Process**

**Listening**

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**Speaking**

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**Reading**

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**Writing**

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**Strategies NOT to use**

- ◆ **Increasing your volume**
- ◆ **Place all non-English speakers in one group**
- ◆ **Tell another Spanish speaking student to translate everything you say**

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**Strategies for LEP Students**

- Reduce assignments**
- Simplify complex tasks**
- Give ESL students extra time to do work or complete projects**
- Adapt the task to the students' skill levels**
- Ignore spelling or grammar errors except for when explicitly taught**
- Give students more wait time: at least**

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- Assign students a bilingual or English-speaking study buddy**
- Use cooperative learning and put students in groups with English-speaking students**
- Use lots of visuals, like graphic organizers and pictures**
- Use physical activity: model, role-play, act out**
- Repeat and rephrase often**
- Emphasize the 5-8 most important vocabulary words of a lesson**

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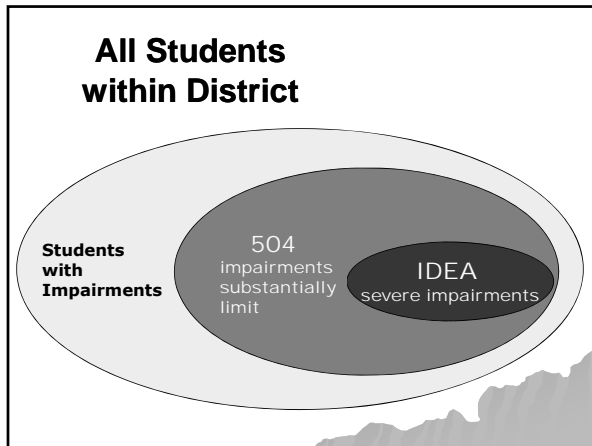
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**Special Needs Students**

**Modifications and Enrichments**

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**Special Education**

Special education is instruction that is modified or particularized for those students with special needs, such as learning differences, mental health problems, specific disabilities (physical or developmental)

In the United States, this led to the 1975 Education for All Handicapped Children Act (EHA), which required all public schools in the United States to provide adequate services to any child who had a diagnosed learning disability. The EHA was renewed in 1986 as the Individuals with Disabilities Education Act (IDEA).

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**Special Education / Special Needs**

- ◆ Learning Disabilities
- ◆ Mental (Severe and Profound)
- ◆ Physical/Other Health Impaired

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**Special Education / Special Needs**

- ◆ Qualifies if there is a 16 point discrepancy between IQ and performance
- ◆ Some may be too low to get into special ed
- ◆ Some may be gifted

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**How is Special Education Provided?**

- ◆ Regular education classes combined with special education services is a flexible model often referred to as *inclusion*. In this model, children with special needs are educated with their typically developing peers for at least half of the day.
- ◆ Special education services may be provided in other settings at specific times during the day on a pull-out basis, such as resource rooms, occupational, physical and speech therapy, sensory rooms, rooms with special physical equipment, adaptive physical education, etc.

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**How is Special Education Provided?**

- ◆ **Alternatively, specialized services may be provided in the regular classroom by sending the service provider in to work with one or more children in their regular classroom setting.**
- ◆ **Self-contained classes, located in mainstream schools but separate from regular education classrooms, are designed specifically for children who have severe special needs and may be termed support classes.**

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**How is Special Education Provided?**

- ◆ **Special schools are specifically designed, resourced and staffed to meet the varied needs of children who need additional support (i.e. physical, cognitive, medical, and psychological).**

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**How is Special Education Provided?**

- ◆ **Outreach or related services such as Speech and Language Therapy, Autism Outreach, Occupational Therapy, etc. may be provided to pupils on a visiting basis in their own setting; mainstream school, special school, independent school, home-teaching, etc.**

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### What is an I.E.P.?

- ◆ **Individualized Education Plan**
- ◆ **The I.E.P is every exceptional or identified student's lifeline for academic success. If students with special needs are to achieve the academic curriculum to the best of their ability and as independently as possible, the professionals involved in the delivery of their programming must have a plan in place.**

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### Examples of an IEP

**Strategies and Accommodations**

- ◆ **Encourage John to verbalize his feelings.**
- ◆ **Modeling, role play, rewards, consequences using the assertive discipline approach.**
- ◆ **One-to-one teaching as required, one-to-one Educational Assistant support as required and relaxation exercises.**

**Resources:**

**Classroom Teacher, Education Assistant, Integrations Resource Teacher.**

**Frequency:**

**daily as required.**

**Location:**

**regular classroom, utilize resource room as required.**

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### Examples of an IEP

- ◆ **Direct teaching of social skills, acknowledge and encourage acceptable behavior.**
- ◆ **Establish and use consistent classroom routine, prepare for transitions well in advance. Keep as predictable a schedule as possible.**
- ◆ **Make use of computer technology where possible, and ensure John feels he is a valued member of the class. Always relate classroom activities to timetable and agenda.**

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### Modifications and Accomodations

Accommodations, Strategies, and Modifications are all common terms used in Special Education today.

Accommodations refer to the actual teaching supports and services that the student may require to successfully demonstrate learning.

Accommodations should not change expectations to the curriculum grade levels.

Modifications-A change in what the student is expected to learn and/or demonstrate. While a student may be working on modified course content, the subject area remains the same as the rest of the class.

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### Examples

- ◆ **taped books**
- ◆ **math charts**
- ◆ **additional time**
- ◆ **oral test**
- ◆ **oral reports**
- ◆ **preferred seating**
- ◆ **study carrel**
- ◆ **amplified system**
- ◆ **braille writer**
- ◆ **adapted keyboard**
- ◆ **specialized software**
- ◆ **oral administration on TAKS**

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### What You Need to Know

- ◆ **You MUST follow the modifications.**
- ◆ **Ignorance is no defense!**
- ◆ **Document your modifications in your lesson plans.**
  - **M1- shortened assignments**
  - **M2- extra time to complete work**
- ◆ **Must correspond to IEP.**

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### What You Need to Know

- ◆ **CONFIDENTIALITY!!!**
- ◆ **No modifications, grades, etc. can be shared with any other teacher or parent**
- ◆ **Mentor teacher is OK**
- ◆ **Use only initials when communicating by e-mail... PIAs**

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### Referring a Student for GT or Special Education

- ◆ **Observe student and gather data**
- ◆ **Speak to counselor or special ed teacher or GT teacher**
- ◆ **Fill out referral forms**
- ◆ **Remember: your job is not to diagnose, but to observe and collect data and provide information to those who are qualified to do so**

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### At-Risk Students

**Labeled as a result of poverty, language, environment, etc.**  
**Broad term includes such kids as homeless, retained, failed TAKS etc...**

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### The Numbers

Student Statistics		Staff Statistics	
Female	51%	Teacher	122%
Male	49%	Professional Support	20%
White	75%	Education Aide	40%
Hispanic	15%	Contract Admin	14%
African American	6%	Total Staff	200%
Special Education	12%	Teacher By Degree	
Limited English Proficient	2%	Elementary	57%
English as a Second Language	1%	Secondary	43%
Teacher	100%	Master's	20%
Classroom Aide	1%	Doctorate	1%
Administrative Support	1%	Teacher By Experience	
Paraprofessional	1%	Beginning Teacher	2%
Special Education	1%	1-5 Years	2%
Classroom Aide	1%	6-10 Years	1%
Administrative Support	1%	11-20 Years	2%
Paraprofessional	1%	21+ Years	75%
Special Education	1%	Teacher Turn Over Rate	17%
Classroom Aide	1%	Teacher Student Ratio	17:1

Race Statistics		Class of 2003 Graduates	
ALL	100%	ALL	100%
White	75%	White	75%
Hispanic	15%	Hispanic	15%
African American	6%	African American	6%
Special Education	12%	Special Education	12%
Limited English Proficient	2%	Limited English Proficient	2%
English as a Second Language	1%	English as a Second Language	1%

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**Special Needs Students**

- Include at least 2 accommodations and 2 modifications to address the needs of a Learning Disabled students in your class.

**Gifted and Talented/Advanced Students**

- Include at least 1 way that you will accelerated learning for students who are gifted.

**Limited English Learners**

- Include at least 2 accommodations to your lesson plan for students whose English is a Second Language

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**Brain research confirms what experienced teachers have always known:**

- ◆ No two children are alike.
- ◆ No two children learn in the identical way.
- ◆ An enriched environment for one student is not necessarily enriched for another.
- ◆ In the classroom we should teach children to think for themselves.

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**A seventh grade boy spends his time in English class struggling to read at a beginner's level.**

**A girl at a nearby desk with her nose in the book could probably tackle a Harvard literature class.**

**Seated in between is a youngster who's a whiz at math but takes a whole period to write three English sentences because he's much more comfortable in his native Spanish.**

*That's diversity, as any educator knows, and — in one form or another — it's always been a part of American education.*



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*"In the United States our goal is to educate all comers," Carol Ann Tomlinson.*

**Many other countries cull the academic haves from the have-nots at various rungs on the education ladder.**

**Not so in the U.S., where the question of how teachers can successfully work with students of widely differing abilities, preparation, and home lives in the same classroom is here to stay.**



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**Understanding the roots of the skepticism, Tomlinson says our schools go through cycles, sometimes dealing with differences inside the classroom and other times shuttling youngsters — often the troublemakers, learning disabled and the gifted -- "down the hall."**

**The pull-outs then get labeled "discriminatory" or "elitist," depending on the group served, and the cycle begins again.**

**"But our choice isn't between sending them down the hall or doing nothing," Tomlinson argues. "We can differentiate in the regular classroom."**



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### What does it mean?

Why can't I just teach all of my students the same way?

Differentiating instruction means creating multiple paths so that students of different abilities, interest or learning needs experience equally appropriate ways to absorb, use, develop and present concepts as a part of the daily learning process.



It allows students to take greater responsibility and ownership for their own learning, and provides opportunities for peer teaching and cooperative learning

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*"When I was in school, the teacher just taught the lesson to the whole class. If some students didn't get it, the teacher still moved on. If some students were bored because they already knew the material, they just sat and listened again."*

*Differentiating is not new, the concept has been around for at least 2 decades for gifted and talented students.*

*However, it is now recognized to be an important tool for engaging students and addressing the individual needs of all students.*



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### You mean my students aren't all on the same readiness level?

There are generally several students in any classroom who are working below or above grade level and these levels of readiness will vary between different subjects in school.

It is important to offer students learning tasks that are appropriate to their learning needs rather than just to the grade and subject being taught.



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**Students with specific needs/weaknesses should be presented with learning activities that offer opportunities for developing needed skills as well as opportunities to display individual strengths.**



**More advanced students may work on activities with inherently higher level thinking requirements and greater complexity.**

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**4 Ways to Differentiate Instruction**

- 1- Differentiate the Content/Topic
- 2- Differentiate the Process/Activities
- 3- Differentiate the Product
- 4- Differentiate the Affect

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**Content or Topic**



**Content can be described as the knowledge, skills and attitudes we want children to learn.**

**Differentiating content requires that students are *pre-tested* so the teacher can identify the students who do not require direct instruction.**

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### Content or Topic

Students demonstrating understanding of the concept can skip the instruction step and proceed to apply the concepts to the task of solving a problem.

Another way to differentiate content is simply to permit the apt student to accelerate their rate of progress. They can work ahead independently on some projects, i.e. they cover the content faster than their peers.

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### Process or Activities

For example students may use **graphic organizers**, maps, diagrams or charts to display their comprehension of concepts covered.

Varying the complexity of the graphic organizer can very effectively facilitate differing levels of cognitive processing for students of differing ability.

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### Process or Activities

Differentiating the processes means varying learning activities or strategies to provide appropriate methods for students to explore the concepts.

It is important to give students alternative paths to manipulate the ideas embedded within the concept.

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## Product

**Differentiating the product means varying the complexity of the product that students create to demonstrate mastery of the concepts.**

**Students working below grade level may have reduced performance expectations, while students above grade level may be asked to produce work that requires more complex or more advanced thinking.**

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## Affect

- **Arrangement of furniture for individual, small group and whole group**
- **Allow for choice and individuality**
- **Encourage equitable participation of each student**

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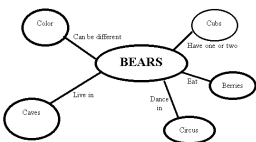
## Strategies for Differentiating Curriculum

### Graphic Organizers

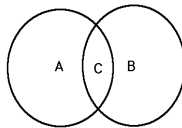
**Story Map**



**Webbing**



**Venn Diagram**



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### Strategies for Differentiating Curriculum

#### Adjusting Questions

- ◆ During large group discussion activities, teachers direct the higher level questions to the students who can handle them and adjust questions accordingly for student with greater needs. All students are answering important questions that require them to think but the questions are targeted towards the student's ability or readiness level.
- ◆ With written quizzes the teacher may assign specific questions for each group of students. They all answer the same number of questions but the complexity required varies from group to group. However, the option to go beyond minimal requirements can be available for any or all students who demonstrate that they require an additional challenge for their level.

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### Strategies for Differentiating Curriculum

#### Acceleration/Deceleration

- ◆ Accelerating or decelerating the pace that students move through curriculum is another method of differentiating instruction.
- ◆ Students demonstrating a high level of competence can work through the curriculum at a faster pace.
- ◆ Students experiencing difficulties may need adjusted activities that allow for a slower pace in order to experience success.

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### Strategies for Differentiating Curriculum

#### Cooperative Learning

- ◆ Probably one of the most misunderstood strategies for teaching is "cooperative learning."
- ◆ Yet, if employed properly, cooperative learning can produce extraordinary results in learning outcomes.
- ◆ It is based on grouping small teams of students heterogeneously according to ability, interest, background, etc

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## Strategies for Differentiating Curriculum

### Flexible Grouping

- ◆ As student performance will vary it is important to permit movement between groups. Student's readiness varies depending on personal talents and interests, so we must remain open to the concept that a student may be below grade level in one subject at the same time as being above grade level in another subject.
- ◆ Flexible grouping allows students to be appropriately challenged and avoids labeling a student's readiness as static. Students should not be kept in a static group for any particular subjects as their learning will probably accelerate from time to time.
- ◆ Even highly talented students can benefit from flexible grouping. Often they benefit from work with intellectual peers, while occasionally in another group they can experience being a leader. In either case peer-teaching is a valuable strategy for group-work.

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## Strategies for Differentiating Curriculum

### Peer Teaching

- ◆ Occasionally a student may have personal needs that require one-on-one instruction that go beyond the needs of his or her peers.
- ◆ After receiving this extra instruction the student could be designated as the "resident expert" for that concept or skill and can get valuable practice by being given the opportunity to re-teach the concept to peers. In these circumstances both students benefit.



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## Strategies for Differentiating Curriculum

### Student Interest

- ◆ Interest surveys are often used for determining student interest.
- ◆ Brainstorming for subtopics within a curriculum concept and using semantic webbing to explore interesting facets of the concept is another effective tool.
- ◆ This is also an effective way of teaching students how to focus on a manageable subtopic.



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## Strategies for Differentiating Curriculum

### Reading Buddies

- ◆ This strategy is particularly useful for younger students and/or students with reading difficulties.
- ◆ Children get additional practice and experience reading away from the teacher as they develop fluency and comprehension.
- ◆ It is important that students read with a specific purpose in mind and then have an opportunity to discuss what was read.
- ◆ It is not necessary for reading buddies to always be at the same reading level. Students with varying word recognition, word analysis and comprehension skills can help each other be more successful.
- ◆ Adjusted follow up tasks are also assigned based on readiness level.



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## Strategies for Differentiating Curriculum

### TECHNOLOGY

Differentiating instruction is also an essential tool for integrating technology into classroom activities.

**The most difficult and least effective way to integrate technology is to consistently take all students in to the computer lab to work on the same activities at the same time, and this may well be true for many other subjects. This is not to say that some activities are not appropriate for all students at some times. In the interest of time, it is sometimes most appropriate to conduct some whole group instruction. What is important is to recognize that this is just one of many strategies and it is most effective when used at the appropriate time for common needs such as the introduction to a new learning unit.**

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## Guidelines for Establishing Differentiated Classrooms

Remember that some, but not all, of your students share your learning preferences.

- ◆ **For example, if you are a highly auditory learner, you may be prone to be an auditory teacher, as well.**
- ◆ **That's great for kids who learn like you do, but not great for kids with visual or kinesthetic learning preferences.**

*Stretch your own comfort zone and teaching repertoire!*

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### **Scaffolding Instruction**

**Scaffolding is a process in which students are given support until they can apply new skills and strategies independently**

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### **What is Scaffolding?**

**When students learn new or difficult tasks, they need more assistance. As they begin to demonstrate task mastery, the assistance or support is decreased gradually in order to shift the responsibility for learning from the teacher to the students. Thus, as the students assume more responsibility for their learning, the teacher provides less support.**

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### **Example**

For example:

**A young child or a child with physical disabilities likely would need assistance when learning how to use a playground slide (Dixon, 1994). At first an adult might carry the child up the steps and slide with the child several times. Then some of the scaffolding or support would be removed when the adult placed the child on the lower portion of the slide and allowed him or her to slide with little guidance. The adult would continue to remove the scaffolding as the child demonstrated that he or she could slide longer distances successfully without support.**

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### **Remediation**

**When a student needs extra time to master a skill or was absent when a concept was introduced.**

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### **Enrichment**

**◆ Students who are ahead of the rest of the class can be allowed to work on projects that extend their knowledge.**

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### **Intervention**

**Response to Intervention (RtI)  
When a teacher determines that a student needs extra time, different methods, or other means to become successful**

**Interventions are done in general education, special education, ESL, GT, and all other classrooms so students can access the materials**

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## Differentiated Instruction is...

...a set of decisions that the educator makes to bring learning within the reach of each student.



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## Thinking about the Video

- ◆ 1. Based on what you saw in the videotape, what would you say differentiated instruction involves?
- ◆ 2. What are some specific learner needs you saw teachers attempt to address through differentiated instruction, and in what ways did the teachers address those needs?
- ◆ 3. What are some factors that make it difficult to differentiate instruction?

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## Meet 4 of your students...

A student who has an avid curiosity for learning, *Jerome* has a learning disability; reads three levels below grade level; excels in math and performing in class skits.

A student with mental retardation, *Brad* exhibits excellent interpersonal skills; loves to work with his peer tutor; and wants to be a fireman someday.

A student who has significant intellectual gifts and talents and becomes easily bored in school, *Keesha* is beginning to distract her peers by talking to them during instruction.

A student who is economically disadvantaged and has just moved to Texas from her native Mexico. Although recently tested, *Marie* is not eligible for special education services. She performs best when she understands the relevance of the task.

*What instructional decisions would you make for these 4 students?*

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Jerome	Keesha	Brad	Maria

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### Your Turn

- ◆ Using your own lesson plan, build modifications into it for GT and Special Ed students

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### Design implications

- ◆ Look at each lesson for enrichment and modification strategies
- ◆ Build each into every lesson

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