



Differentiated Instruction

Mark Walker


WHY ARE WE HERE? 

"If there is anything we wish to change in the child, we should first examine it and see whether it is not something that could better be changed in ourselves."

Carl Jung

Two Prerequisites to Bringing about Change: 

- Knowing the technical requirements = practical, logical, and real
 - based on knowledge.
- Understanding the attitude and motivational demands of bringing it about = personal, psychological and emotional/reactive
 - based on insight.


Secret 

If there is any one secret to an enduring great teacher, it is the ability to manage *continuity* and *change* at the same time – a discipline that must be consciously practiced.

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The Timing of Change is Critical 

A Teacher's success in bringing about change in their students will happen only if the timing is right.

- The wrong decision at the wrong time = disaster.
- The wrong decision at the right time = mistake.
- The right decision at the wrong time = rejection.
- The right decision at the right time = success.

Differentiate 

Differentiate
(Verb) To:
"mark as different, a distinctive feature or attribute or characteristic; become different during development; develop in a way most suited to the environment; become distinct and acquire a different character."

Differentiation: Differentiated Instruction 

Differentiation is a teaching concept in which the classroom teacher plans for the diverse needs of students. The teacher must consider such differences as the students':

- Learning styles, skill levels, and rates
- Learning difficulties
- Language proficiency
- Background experiences and knowledge
- Interests
- Motivation
- Ability to attend
- Social and emotional development
- Various intelligences
- Levels of abstraction
- Physical needs

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How Many Different Learning Levels/Factors Are Involved in Teaching? In Your Teaching? How Do You Know?

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graph TD; A[Development] --> B[Assessment]; B --> C[Aptitude/Learning Styles]; C --> D[Curriculum]
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Instruction involves a proper understanding of:

Differentiated Instruction is Based on the Following Beliefs

- Students differ in their learning profiles
- Classrooms in which students are active learners, decision makers and problem solvers are more natural and effective than those in which students are served a "one-size-fits-all" curriculum and treated as passive recipients of information.
- "Covering information" takes a backseat to making meaning out of important ideas.

From Mark Walker's presentation at the 2005 Teacher-to-Teacher Summer Workshops

Key Characteristic of a Differentiated Classroom

An obvious feature of the differentiated classroom is that it is "student centered." Shifting the emphasis from the "teacher and instruction" focus to the "student and learning" focus means redefining the role of the teacher.

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Four Ways to differentiate Instruction

1. Differentiating the content/topic
2. Differentiating the process/activities
3. Differentiating the product
4. Differentiating by manipulating the environment or through accommodating individual learning styles

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Planning and Implementing Differentiated Instruction

Planning and Implementing Differentiated Instruction Learning Cycle and Decision Factors Used in

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In a Differentiated Program/Classroom:


- Differences are studied as a basis of planning.
- Student differences shape curriculum.
- Pre-assessment is typical and frequent.
- Multiple learning materials are available.
- Multiple options for students are offered.
- Students make sense of information.
- Emphasis on concepts and connections is made.
- There is variable pacing.
- Students aid in setting goals and standards.
- Varied grading criteria are used.
- Excellence as an individual effort is honored.

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Scaffolding: Key Characteristics 

The key characteristics for effective scaffolding (providing the supports needed for a student to succeed in work that is slightly beyond his/her comfort zone) include:

- Provide clear directions
- Clarify the purpose for instruction by asking essential questions
- Keep students on task
- Provide clear expectations for quality
- Point students to worthy sources for help and information
- Reduce uncertainty, surprise and disappointment to maximize learning efficiency
- Deliver efficiency by requiring hard work, but not wasted work

Strategies and Tools: 

As a teacher, you can use numerous strategies and tools to differentiate instruction. Regardless of the specific combination of techniques you might choose, there are several key characteristics or elements that form the foundation of effective differentiated learning environments:

Strategies and Tools (cont.) 

- Teachers and students accept and respect one another's abilities and differences.
- Assessment is an ongoing diagnostic activity that guides instruction.
- Learning tasks are planned and adjusted based on assessment data.
- All students participate in respectful work - work that is challenging, meaningful, interesting, and engaging.
- The teacher is primarily a constructor of time, space, and activities rather than a provider of information. The aim is to help students become self-reliant learners.
- Students and teachers collaborate in setting and individual goals.
- Students work in a variety of group configurations, as well as independently. Flexible grouping is evident.
- Time is used flexibly in the sense that pacing is varied based on students' needs.
- Students often have choices about topics they want to study, ways they want to work, and how they want to demonstrate their learning.
- The teacher uses a variety of instructional strategies to help target instruction to student needs.
- Students are assessed in multiple ways, and each student's progress is measured, at least in part, from where that student begins.

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Guidelines that make Differentiation Possible for Teachers to Attain:

- *Clarify key concepts and generalizations to ensure that all learners gain powerful understandings that serve as the foundation for the future learning.*
- *Use assessment as a teaching tool to extend versus merely measure instruction. Assessment should occur before, during, and following the instructional episode.*
- *Emphasize critical and creative thinking as a goal in lesson design. The tasks, activities, and procedures for students should require that students understand and apply meaning.*
- *Engaging all learners is essential.*
- *Provide a balance between teacher-assigned and student-selected tasks. Teachers should assure that students have choices in their learning.*

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Classroom Modifications/Accommodations

I, _____ am the Case Manager for _____
In order for this student to be most successful, the following accommodations/modifications should be made in the instructional environment and in the assessments/tests. Listed below are some reasonable accommodations/modifications that are required in the student's IEP.

INSTRUCTIONAL:

- _____ 1. Give clear and simple oral directions (simple vocabulary).
- _____ 2. Repeat oral direction while maintaining eye contact.
- _____ 3. Provide a written outline of material(s) covered – provide oral as well as written direction for assignments that has several parts.
- _____ 4. Use graphic organizers and other visuals (Web, List, Venn Diagram, Story Map, Sequence Chain, etc . . .).
- _____ 5. Use overhead and other visual media with oral instruction – incorporate technology (computers, videos, etc . . .) into instruction.
- _____ 6. Provide computer for written language – accept typed or word-processed assignments.
- _____ 7. Allow oral or taped assignments.
- _____ 8. Allow tape recording of lectures – tape recorder with staff supervision.
- _____ 9. Limit information presented on a page.
- _____ 10. Use highlighters for underlining important information.
- _____ 11. Provide calculator for math – use manipulatives.
- _____ 12. Dictated response.
- _____ 13. Read assignment(s)/test(s) aloud.
- _____ 14. Use multi-sensory techniques.
- _____ 15. Shorten assignments/Individualize assignments, e.g., length, number, due date, topic, etc . . .
- _____ 16. Teach specific study skills, e.g., organization, note taking (outlines, study guide, pair with partner, etc . . .) – use peer tutoring.
- _____ 17. Praise small accomplishments.

ORGANIZATIONAL:

- _____ 1. Require notebook and subject dividers.
- _____ 2. Homework organizer.
- _____ 3. Weekly notebook check.
- _____ 4. Daily/Weekly Portfolio check.

GRADES:

- _____ 1. Mark correct answers rather than mistakes.
- _____ 2. Base grades on modified standards, (e.g., IEP objectives, effort, amount of improvement, content, etc . . .).
- _____ 3. Specify skills mastered rather than giving grade.

HOMEWORK:

- _____ 1. Limit homework to a certain amount of time spent, rather than an amount of work to be completed.
- _____ 2. Give modified assignments.
- _____ 3. Allow extra credit assignments.
- _____ 4. Allow student to work on homework at school.
- _____ 5. Provide written explanation of homework assignments.
- _____ 6. Select "study buddy" to copy or clarify assignments.
- _____ 7. Reminders about due dates for long-term assignments.
- _____ 8. Reward system for work completed/turned in.

TESTING:

- _____ 1. Provide practice questions for study.
- _____ 2. Give open book tests – allow 1 page of notes during test.
- _____ 3. Read questions aloud – vary format of test.
- _____ 4. Allow student to respond to questions orally.
- _____ 5. Allow use of technology, (calculator, computer, etc.).
- _____ 6. Provide extra time to complete test – or untimed test.
- _____ 7. Give parts of test in more than one sitting.
- _____ 8. Allow test to be taken in another room or at another time.
- _____ 9. Allow student to retake test.

ENVIRONMENTAL:

- _____ 1. Seat near front for instruction/provide preferential seating.
- _____ 2. Seat in close proximity to an adult.
- _____ 3. Stand near when giving instructions.
- _____ 4. Seat away from disruptive peers.
- _____ 5. Have daily routine in writing where it is easy to see.
- _____ 6. Include opportunities for movement in schedule.

COMMUNICATION:

- _____ 1. Develop daily/weekly home-school communication system, (e.g., notes, checklist, voice mail, email, etc.).
- _____ 2. Mail assignment sheets directly to home.
- _____ 3. Daily assignment/notebook check at home.
- _____ 4. Hold periodic student-teacher meetings.
- _____ 5. Schedule regular parent-teacher meetings.

STRENGTHS: _____

WEAKNESSES: _____

(Please cut/tear off the bottom portion and return to the Case Manager's Box).

Accommodations received for _____ from _____ on _____

Case Manager Signature: _____ Teacher Signature: _____

Mark Walker, The George Washington University (2004). The George Washington University Early Childhood Special Education Department.

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PHONICS – SCOPE & SEQUENCE

KINDERGARTEN	GRADE 1
<ul style="list-style-type: none"> phonemic awareness training letter names and shapes some consonant sounds and word families (rhyming) some short vowels recognition of some high frequency words match a printed word with a picture/spoken word match a dictated word with a printed word begin letter formation – encourage proper pencil grip 	<ul style="list-style-type: none"> complete consonant sounds – initial and final consonants continue short vowels consonant blends consonant digraphs magic <i>e</i> generalization vowel digraphs/teams <i>r</i> – controlled recognition of 100 high frequency words
GRADE 2	GRADE 3
<ul style="list-style-type: none"> review first-grade content, particularly vowels, consonants and vowel digraphs recognition of 150 high frequency words ll – ss – ff vowel diphthongs soft “g” and “c” rules for “y” at the end of words compound words syllabication of multi-syllabic words vowel sounds /u/ /u/ (oo) alphabetizing skills capitalization skills and some beginning grammar 	<ul style="list-style-type: none"> syllabication of multi-syllabic words recognition of 250 high frequency words begin structural word analysis – further grammar skills silent letters vowel sounds /ou/, /u/, (ou) vowel sounds /ou/, /o/, (ow) vowel sounds /oi/ (oi, oy) y as a vowel (penny, cry) schwa sound (e.g. zebra, seven, cabin) contractions n't, 'll, 've, 'm, 's, 're, 'd possessives/plurals (as in, “the girls’ dresses”)
GRADE 4	GRADE 5
<ul style="list-style-type: none"> recognition of 500 high frequency words three letter clusters two syllable words short vowels (a,e,i,o,u) long vowel sounds /a/ (a+e, ai, ay) long vowel sounds /e/ (ee, ea) long vowel sounds /i/ (+e) long vowel sounds /o/ (o+e, oa) long vowel sounds /u/ (u+e) endings s, es, ed, ing sounds of ending ed 	<ul style="list-style-type: none"> recognition of 1000 high frequency words syllabication of multi-syllabic words accented syllables suffixes – prefixes base words – root words antonyms – synonyms – homographs – homophones sounds of plural s variant plurals (ies, geese, etc.) plurals with es vowel sounds /o/ (al, aw, au, ough, o)

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LANGUAGE ARTS EXERCISE - DIGRAPH WORKSHEET

NAME: _____ Date: _____

Choose one of the following six digraphs - ch, sh, th, wh, ou and ow - and make 10 different words which include the digraph you choose.

Example: ch = Change, or child.

DIGRAPH: _____ (choose only one - ch, sh, th, wh, ou, ow).

Write the words of your choice in the spaces below. Then, choose a *different* digraph and create ten *new* words.

1. _____

1. _____

2. _____

2. _____

3. _____

3. _____

4. _____

4. _____

5. _____

5. _____

6. _____

6. _____

7. _____

7. _____

8. _____

8. _____

9. _____

9. _____

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