



Differentiating Instruction in a High School Inclusion Setting

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Video Notes



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Video Notes Directions


- This guide supports the video presentation and provides you a copy of the PowerPoint slides used in the program. There are multiple segment breaks in the video that are included to allow time for you to process the information you have seen and heard.
- The slides that are associated with the segment breaks have reflection questions to consider during the interim period.
- It is advisable to print out all of the supplemental files for this program as resources to utilize during and after viewing.
- The follow-up activities should be completed and submitted to your professional development director for possible credit



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What Is Differentiated Instruction?

- Active planning for diverse learners in the instructional classroom



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What Is Required of the Teacher?

- Proficient in the content being taught
- Flexible in teaching of content
- Understanding the students as individuals
- Responsive in instruction



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Proficient in the Content Being Taught

- Highly competent and skilled in the content area



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What Is Being Taught

- Teachers need to be concise about
 - What the students should know and
 - What the students should be required to do upon the completion of the unit of study



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– Application: Worksheet # 1 Content (p. 9 of handout)

Worksheet #1

Worksheet # 1 IDENTIFYING CONTENT
(Slide # 5)
Stating what is expected of students to indicate mastery of content.

Unit of Study: _____

Approximate number of weeks unit will be studied: _____

State the primary learning objective for studying this unit: _____

Identify the primary relationship of the content.

Cause and effect

Time

Review

Comparison

Examples



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Segment 1 is now finished— Identifying the Differences

Please proceed with the activity.

Select a unit of study from your curriculum to use for the focus of this session. Determine how long this unit of study will take to teach. Identify the one primary objective of the unit.

Continue to the next segment at the conclusion of the activity.



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What Is Being Taught

- Teachers need to be concise about
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Vocabulary

- In the past, there has been a trend to deemphasize the teaching of vocabulary

However, the NRP review (NICHD,2000) showed that both:

- direct, explicit instruction and
- learning from the context are important



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Which Words Should Be Directly Taught

Vocabulary Tiers

- Tier 1: Highly frequent words
- Tier 3: Least frequent words
- Tier 2: Words that fall between these two extremes

(Beck, McKeown, & Kucan, 2002)

- Application: Worksheet # 2 Vocabulary (p. 10 in handout)



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Worksheet #2

Worksheet # 2 IDENTIFYING VOCABULARY
(Slide # 7)

Tier 3: Least frequent words.
Little benefit to students until they encounter these words in text.

In a high school unit of study, there are many Tier 3 words that need to be directly and explicitly taught. These words are the vocabulary specific to the subject matter.

List three vocabulary words related to the unit of study identified on Worksheet #1.

(Try not to list only nouns)

1. _____
2. _____
3. _____



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Segment 2 is now finished— Pre-Assessment and Vocabulary

Please proceed with the activity.

Develop a pre-assessment that asks students to construct responses to two different open-ended questions.

Develop a (summative) assessment that will enable students to provide evidence that they have mastered the primary objective.

Continue to the next segment at the conclusion of the activity.



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Vocabulary: How To Expand and Teach

- The NRP review revealed the importance of instructional methods that entail:
 - Active engagement with word learning
 - Multiple repetitions
 - Use of computers
 - Multimedia presentations



– Application: Worksheet # 3 Rich Instruction (p. 11 in handout)

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Worksheet #3

Worksheet # 3 RICH INSTRUCTION IN VOCABULARY
(Slide # 8)

The aim of “rich instruction” (Beck, McKeown, and Kucan, 2002) is to have students engage in

1. active thinking about word meanings
2. active thinking about how they might use the words in different situations
3. active thinking about the relationships among words

Give the students a lot of information about the words and a variety of information.

Examples Pictures
Context Relationships

Select one Tier 2 word from Worksheet # 2.



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Segment 3 is now finished— Vocabulary Strategies

Please proceed with the activity.

Review your selected unit of study. Identify the Tier 3 words students will need to know to understand this unit of study. Identify three Tier 2 words. Determine how you will explicitly teach these Tier 2 words. How will you hold students accountable for using these words?

Continue to the next segment at the conclusion of the activity.



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Phonological Processing and Vocabulary

- Be sure to reinforce within the student a solid phonological representation of all vocabulary words



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The Nature of the Student

- Three student characteristics
 - Readiness
 - Interest
 - Learning profile



Tomlinson & Eidson. 2003. *Differentiation in Practice*. Alexandria, VA:ASCD.

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Increasing Our Understanding

If we as teachers increase our understanding of

- What we teach and
- Who we teach

- We are more likely to be flexible in how we teach

– Application: Worksheet # 4 Who We Teach (p. 12 in handout)



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Worksheet #4

Worksheet # 4 WHO WE TEACH
(Slide # 11)

During this presentation, we have been connecting the lecture points to a specific class/course previously taught.

Thinking back on that same course, list the follow-up:

1. One student who received a very high grade.
2. One student who received an average grade.
3. One student who attended class regularly, turned in most of the homework, took most of the required quizzes and tests, and received less than an average grade.

(Slide # 12)

For the rest of this presentation, keep a visual image of the



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Segment 4 is now finished— Awareness

Please proceed with the activity.

Review the (summative) assessment you created. How can it be modified to meet the needs of a variety of learners? In what ways does it provide multiple opportunities for students to demonstrate mastery of content?

Continue to the next segment at the conclusion of the activity.



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Bloom's Taxonomy

- Level 1: Knowledge
- Level 2: Comprehension
- Level 3: Application
- Level 4: Analysis
- Level 5: Synthesis
- Level 6: Evaluation



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Worksheet # 5

How:
(Slide # 19)

Who	Bloom's level	Print material	Product
Above average			
Average			
Struggling student			

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How: Strategies for Differentiating Content

Student Characteristic **Strategy**

Readiness..... Provide text at varied reading levels

Interest..... Provide interest centers

Learning profile..... Use wait time to allow for student reflection



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How: Strategies for Differentiating Process

Student Characteristic **Strategy**

Readiness..... Use tiered activities
Interest..... Use interest-based work and discussion groups
Learning profile..... Allow multiple options for how students express learning



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How: Strategies for Differentiating Product

Student Characteristic **Strategy**

Readiness..... Use tiered product assignments
Interest..... Allow students to use a range of media to express knowledge, skill and understanding
Learning profile..... Provide auditory and kinesthetic product options



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Instructional Materials

The instructional materials need to be diverse

- Print materials provided at varied reading levels
- Resources with pictures, diagrams, etc.
- Video and auditory resources



- Application: Worksheet # 5: What, Who, and How (p. 13 in handout)

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Classroom Management

- Time and classroom space
- Student behavior
- Instructional strategies



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Assessments

- Pre-assessment
- Throughout the unit
- Final assessment



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Overview Worksheet

(Slide # 23)

OVERVIEW

1. Identify the learner outcomes for a unit of study.
2. List the Tier 2 and Tier 3 vocabulary words to be taught each week.
3. Identify how the vocabulary words will be taught.
4. Take time to know the students in the class.
5. See the students as individuals.
6. Explore strategies for differentiating content, based on the needs of the students.
7. Explore strategies for differentiating process, based on the needs of the students.
8. Explore strategies for differentiating products, based on the needs of the students.
9. Expand the variety of instructional materials.
10. Try one collaboration approach to comprehension.



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Education

*"Education is not the filling of a bucket
But the lighting of a fire."*

W.B. Yeats



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Segment 5 is now finished— Using These Techniques

Please proceed with the activity.

Either modify your original assessment or create a new
assessment that works with different learners.



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