

**TEACHER TO TEACHER - 2005**  
**JEAN-FRYER SCHEDLER**  
**“Differentiating Instruction in a High School Inclusion Setting”**

**Segment 1: Identifying Differences**

- JFS: Good morning. We're here for a differentiating instruction in a high school inclusion setting. I'm Jean-Fryer Schedler. I am working with high school teachers in a high school setting looking at accommodating instructions for students who have difficulty learning to read. So what I'd like to start each of my sessions with is to go around the table and just have you tell me your name, what your content is or what your area is and then where you're from. Would you tell me your name?
- FS: My name's Dawn Thompson. I'm from Baltimore, Maryland. And my specialty is special education, high school science.
- FS: I'm Lasina Reeves. I'm from Marriott, South Carolina. Biology is my area of concentration.
- JFS: Great. Back to English.
- FS: I'm Patsy Odem. I'm from Macon, Georgia. And I teach high school English.
- FS: Hi, I'm Toni Hurt. I am from Washington, D.C. And my area is special education.
- FS: Hi, I'm Sharon O'Neal. I'm from Prince George, Virginia. My specialty area is special education. However, I am an administrator at this time.
- FS: I'm Veronica Sims. I'm from the Richmond, Virginia area, but in a small area called King and Queen County. And I'm the principal at the high school.
- JFS: That's wonderful.
- FS: Hi, I'm Kathleen Conan. I'm a reading coach at a high school in Brooksville, Florida.
- FS: I'm Amanda Hightower. I'm from Macon, Georgia. And I teach high school mathematics.
- FS: Hi, I'm Jackie Pinkney Hackett and I'm a special ed consultant for Washington, D.C.
- MS: Dave McKee, Vienna, Virginia. I teach high school math.

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FS: Andrea Martinez from Richmond, Texas. And I teach math.

FS: I'm Joanne Scott. I'm from Weimer, Texas. But I teach in Rosenberg, Texas. And I teach eighth grade math.

JFS: That's great. So before I go forward, the next thing ... I'm a person that likes to define my terms so that we're all on the same page. So my workshop is differentiating instruction in a high school inclusion setting. Before I move on, I want to talk about inclusion.

One of the things I've learned on the teacher-to-teacher, given that we're in six different cities, in six different States, inclusion means something different in each State that I've been in. So I'm today... I'm guessing because there's another workshop on differentiated instructions that the inclusion may have been the hook word that brought you into this one. And so I would like to know what inclusion ... what's your vision of inclusion that will hook you into this particular workshop? What does inclusion mean to you? What are you picturing? Anyone want to raise their hand and volunteer? Back there.

FS: A regular ed teacher and the special education teacher working together or with instructional aides also.

JFS: And what special education population are you seeing when you say special education?

FS: Any special education pop.. you know, English, science, math, social studies.

JFS: Okay. Over here.

FS: Inclusion to me means inclusive of all disabilities to be mixed in with general ed students, learning disabilities as well as emotional disturbance, MR, autism, etc., etc.

JFS: Okay. Over here. what does inclusion mean to you? What are you seeing?

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FS: Inclusion means to me, what I'm seeing is a classroom with a special ed teacher and perhaps a regular ed teacher and a special ed teacher with differentiating learning styles to make sure that regardless of what the child's need is and how they learn they get that with some accommodations and modification inside of the classroom with their non-disabled peers.

JFS: Okay, great. Thank you. Thank you. Now, we're all ... because you have a classroom in mind as I stand here and talk. And so I like to sort of be on the same page with everyone.

The next term I term I want to be sure we're all on the same page with is the word differentiated instruction. What is differentiated instruction? I like clean, clear, concise definitions. So I chose this one. Active planning for diverse learners in the instructional classroom. I like the adjectives. Active planning, diverse learners. So those are who we're actually looking for.

I always like to begin with the biggest... the change agent. And the change agent is us. We are the teachers. So if we are going to differentiate the instructions due to... for the diverse learners, the first person that needs to change is us. We're going to have to do something different than what we've done before. So what ... and that is the person we know the best. You know, we're the... we know ourselves and what we bring to the teach.... instructional situation. So if we're going to be changing us, what is it that we're looking for? So what is going to be required of us, the teacher, in order to deliver differentiated instruction in the inclusion setting.

So one is we have to be proficient in the content being taught. That actually, if you begin at the beginning, proficient in the content being taught, you have to know whatever your content is very, very thoroughly. You're going to be asked to teach it

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and deliver the instruction differently than you've done before. You have to be able to tease it apart or I like to say unpack it. When I work with special needs students, one of the phrases I teach my special needs students is when you get into a classroom, you say to the teacher, excuse me, but could you say that again but use different words? How many of us when a student asks a teacher to explain something, the teacher explains it with the exact same words and examples that they used the first time. Maybe if the teacher says it louder or slower, the student will get it. Well, no. What we need is for you to say it again, or for us to stay it again, or for it to be explained again using different examples and different words. And maybe even a different instructional style.

You must be flexible in teaching of the content. Well, you can only be flexible if you truly own your content. Understanding students as individuals, we're going to be talking about that, and responsive in instruction.

Okay. What's required of the teacher? One is proficient in the content being taught. That means you must be highly competent and skilled. We don't graduate from teaching being highly competent and skilled. It's one thing that only comes with experience.

What is being taught? Okay. Teachers need to be concise about what the teacher... what the students should know and what the students should be able to do upon the completion of a study. So I'm going to start at the end. What's the end requirement? What do we expect our students to know and be able to do at the end of a unit of study? So this is one of the reasons I have put you into content areas. If you look at the back of your handout, somewhere in the last four pages, there's application worksheet number one. And I think its page nine or ten of the handout.

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And what we're going to be doing ... we've identified our content area. That's where you're actually sitting. So at your table, I'm going to be asking you to select a unit of study, a unit of study in science. And you get to decide what it is. English, social studies and math. Identify a unit of study. Okay, once you've identified a unit of study, the next question is how many weeks am I going to spend on this? And then I would like you to state the primary learning objective for this unit of study. Those are the three things that must be completed in the end of the three or four minutes that I'll have you work.

If you complete those three tasks, wrestle with the rest of the things on the page which is beginning to look at given that unit of study, given that topic, how is that information organized? Or what kind of relationships do you use within the content? Is it cause and effect? Are we looking at the causes of World War I? Are we doing a science experiment? Is it a timeline? Are we reviewing previous information primarily? Are we giving examples? There's no one right thing. And we use all of those. But sometimes when we study a particular topic, one we use more than the other. Then jump down to reasoning skills and take a look and see what are the reasoning skills that are used. This is extra, you know to chall.... those that are quick. And go on and tease out three more learning objectives. This is a process workshop. It's not a product. I want to walk you through the process of how do we begin to start differentiating the instruction? And how is my thinking going to slightly be different? So in your three minutes, the first three tasks are your main tasks. And then when we're finished, when I say stop, I'm going to ask one person from each table to report on your unit of study, number of weeks and primary learning objective. Any questions? All right. You have about three minutes. Begin.

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ALL: [background chatter]

JFS: Okay. Now we're going to ... and in a way, I've already differentiated the instruction. Because some tables just completed the first three tasks. I made sure that the minimum requirement was completed during the discussion. But people then went on and began to discuss their topic at different levels as they continued. So I had something for people to continue to explore while we um waited... while the last group came up with all three. I'm going to start. And I said choose someone at your table that will report. I'm looking for someone that will talk and tell me your unit of study, the approximate number of weeks and your primary learning objective. And I'm going to start with ... I started the introduction with science. So now I'm going to start with English. I'm going to be going around the room. English will speak first. Who's your speaker?

FS: We chose, um the unit of study to be Romeo and Juliet and Shakespeare, of course within literature. We said it would take us four or five weeks to complete our objective. And our objective, one of the objectives in the unit would be to identify the literary techniques and devices used by Shakespeare in Romeo and Juliet.

FS: Yes, um, we selected at eighth grade level because Veronica's school is an eight through twelve school. We thought that the unit would be Western Africa because we didn't think that children at that age were very familiar with what was important over time in Western Africa. Uh, three weeks of study. Our primary learning object... objective is for the students to become aware that there were in fact high cultures in Western Africa over time. Time and examples would be our primary relationship because it's initial learning about this subject and we were just at the

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point of developing essential questions for relevant information and cause-effect as our reasoning skills.

JFS: Wonderful.

FS: Our unit of study was linear equations. Our timeframe was approximately two weeks. And our learning objective was to identify and graph linear equations.

JFS: All right. Thank you. Now I'd like you to reflect back on the process that each of you just went through. We all identified a unit of study. And we all at some levels looked at how many weeks it will take us. And if we're going to differentiate instruction and we start looking at assessment, one of the things we need to do if we're going to differentiate the assessment is to know what do we want our children to know and do by the end of the unit? And each of you have selected a primary learning objective that can be measured in multiple different ways.

The next piece, if you look down at the bottom, when appropriate, teachers should model their own thinking for the students. How helpful would be... this be for our students if we said in math for the next ... I can't remember, four or five weeks.

How many weeks did you say? Two weeks. We're going to be studying linear equations. And what I hope ... you know, the primary learning objective is and then you state it. You then have given the children a structure for the learning that's going to take place the next two weeks.

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**Segment 2 –Pre-Assessment and Vocabulary**

JFS: Okay. What students should know and what they should be required to do. We're going to be talking more about what we expect them to do. But right here at this juncture, when we talk about learning, we need to begin to look at pre-assessment. There's a great phrase: in the absence of learning, no teaching has taken place. So how are we going to know if this has been successful? One of the ways is we have to begin to do pre-assessment.

And there's lots of different ways that we can do it. We can do a quickie two minute quiz. We can do a worksheet. We can do questions and answers. But the main thing is what does each student know? And we talk about differentiating instruction. We tend to focus on the special ed. But I was over breakfast talking that it's also the high end.

So special ed is also the over achievers. If the over achievers or the top end of your class can already do 100 percent successfully what your goal is for learning equation, in the absence of learning, no teaching has taken place. You have not taught those high end students just like we maybe missing ...we? me included. ... maybe missing our low end students. So pre-assessment is absolutely critical to units of study when we talk about best practices and measuring whether this particular method is useful. So we have to begin right here. Now that you've identified your topic and your units of weeks and your learning objective, you need to put in a pre-assessment right now for your learning objectives. what do I want to teach? What's my learning objective and a pre-assessment.

Now, what do we want them to be able to do? This is where I go a segue. This is where my reading background comes in. Oh, twenty some years ago, I wanted to

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teach reading and I thought, oh, if I could just get them to understand a reading passage. Oh, if I could just get them to understand a paragraph. Oh, if I could just get them to understand a sentence. Oh, if I could just get them to decode a word. Well, I've been in decoding for a very long time. And now I'm grown up and going onto comprehension.

And comprehension begins at the word level. What meaning is brought to the word in print? And we begin to look at vocabulary. In the past we've de-emphasized... we as teachers de-emphasized vocabulary or told the children to learn from context clues. Have you ever tried to learn anything from context clues in college? Those publishers of books don't really do a great job of context clues. OK. The National Reading Panel has showed that we need both types. We need both direct explicit instruction and learning from context. And we have pretty much fallen back on context clues.

Well, we need to do direct explicit instruction. What does direct explicit instruction in vocabulary look like? And which words should be taught? They come to us with questions about which words should be taught. And Beck has come out with a way to begin to pull apart which words should be taught. Tier 1 ... this is Beck's word ... he's divided our words into three tiers. Tier one are our highly frequent words. , Tier 3 words are our less frequent words. Those are the words that are specific to our unit of study. And our textbook publishers have done an excellent job of identifying those words, pulling them out of the context, giving the definitions, examples and often worksheets.

It's the Tier 2 words that are the words that have been identified for direct explicit instruction. And these are called ... according, to use Beck's words ... Goldilocks

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words. Goldilocks words. Not too hard and not too easy, but just right. And when we talk about differentiated instruction and our struggling readers, these Tier 2 words are the words that give our children the most difficulty.

For example, on Egyptian history, what might be a content word, a level three word, for Egyptian history that jumps off right away that you would want to teach as a level three word, Tier 3 word? What? Yes, hieroglyphics. But listen to this one.

This is a sentence from a content book. And you tell me what the Tier 2 word would be. Theft and the desert climate have taken their toll on Egyptian mummies. Yes, toll. Anyone who lives on the East Coast, toll is the money you put as you walk through. Can you imagine if you were teaching that for instructional purpose? Right away you jumped out... it jumped right out at you. It's a Tier 2 word. It's not identified. But you're going to need to teach it.

Okay. So my next task which is worksheet number two which is on page 14 in your handout is just that. I'm going to jump down to the bottom half of this worksheet and work directly with Tier 2 words, words that are not highly frequent nor specific to a unit of study. But I want you to think about ... you've identified your unit of study. You've identified your topic. I'd like you to come up with one Tier 2 word that you will need to teach for your unit of study.

FS: We're focusing primarily on what areas?

ALL: (talking over each other)

FS: Characterization, you know. Analogies. Paradox. Alliteration.

FS: Well, well one word... here's one: mood and atmosphere.

ALL: mood ... mood ... atmosphere ...

FS: Atmosphere is air to a lot of them.

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FS: There you go. Mood. Now that word to some students might mean, you know, she must be thinking moody or attitude...

FS: Absolutely.

FS: ...where the mood is the feeling in the story.

JFS: All right. Last time I started ... oh, you know that one person will have to talk and tell me ... what I'm going to do now is I'm going to go around the room and have one person at the table tell us what their Tier 2 word was. But I would like someone to talk that hasn't talked before. Okay? And I am going to start with social studies. Math, you know that the next time I do this, I'm going to start with you. So it's predictable. OK. Social Studies. Now, has Veronica talked before? No, she hasn't. Veronica, what is your Tier 2 word?

FS: Culture.

JFS: Okay. And can you tell us why you chose that word?

FS: Um, we were thinking that the children may not know... They will, most of the time, they will come up with ... if we're talking about Africa ... the first thing that comes to mind, it may be tribe. OK, so we need to let them know that, you know, there are different cultures just in every uh country, everywhere, and not... just don't think of tribe because you're looking at TV all the time. It's beyond that.

JFS: That's actually an excellent word for social studies. Because they begin to hear culture, I believe they start looking and studying that in second or third grade, and they sort of kind of perhaps know what the meaning is or what it means. But now you're actually going to sit down and make sure they definitely know what the meaning is. Great. English. And who's going to speak? Toni. Okay.

FS: We came up with mood, tone and point of view.

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JFS: Very good. There’s a lot of Tier 2 words in English when you begin to talk about the structure of a story that we assume that they know, but they don’t really know.

Excellent, excellent. Now, reflect on the process.

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**Segment 3 –Vocabulary Strategies**

JFS: The National Reading Panel has revealed the importance of instructional methods that entail active engagement with word learning, multiple repetitions, use of computer, multi-media presentations. Now that we've identified the words, how are we going to begin to teach these words? One way is to begin to use to use mature language in your instruction. For example, if you describe your school, you could begin to talk about spacious hallways, inadequate locker space, a stern assistant principal. So you can begin to incorporate these Tier 2 words into your normal conversation with your students.

The other piece they've come up with is that there's layers to learning vocabulary. And I think we all have worked with them. One of the layers is the student has no knowledge of the word or its meaning. The next level would be, well, they sort of have a kind of general sense of what the word might mean. The next one is it's very narrow and context bound. And that was one of the ones that these two groups began to address. The student's name of yard is context to the outdoors. Slope is context to a hill. So when we say those two words, the student might think they know what they mean. But it's very context bound.

The next level is having knowledge, but not begin able to recall it readily enough to use it. These, all these too: narrow context bound and not enough to recall it, those are all receptive. In other words, it's inside. They sort of kind of know it. But they don't know it well enough to be expressive. And we're looking for our students to use our knowledge expressively. So we need to take it to a level where they actually are being able to ... it's called a 'rich, decontextualized knowledge' of word meaning and be able to use it almost metaphorically.

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So if you came out and said, oh, I just devoured that new James... Tom Clancy book, they would know devour, what it means outside ... in a metaphor. It's de-contextualized. And that's what we're looking for. For them to be able to use it in their oral vocabulary.

But you need to realize we have four stages in which to go through that. And the National Reading Panel says we need to begin to look at instruction with active engagement in the word. Okay. This next section that we're going to do ... which is worksheet number three, page fifteen, you've identified a Tier 2 word. I don't want to spend too much time on this. But how are you going to teach it so that there's active engagement in the word?

Number one is Tier 2 word, you can fill in the Tier 2 word that you've selected. And we always start with a definition.

For example, I was stuck with what's the difference between a consonant blend and consonant digraph? And after almost six months of learn... working, this is what I came up with. A consonant blend is two consonants that come together that have two sounds. A consonant digraph is two consonants that come together that have one sound. Now, that did not come easy. It took six months of looking through my journals to find something that I liked. But... and then I put it on the board. It's not a secret. I don't just have to know this. My students can know this as well.

And so as we untangle the English language, it's right up there. So these Tier 2 words that you see the children really having difficulty with, yard or slow, come up with a clean, clear, short words, you know, short sentence. And you're not going to be able to do that in this two minutes of session. So when I ask you to come up with a definition, that's a process exercise that it's not easy, like, you know what it

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means, but how do you convey that to your students? And then how are we going to teach this Tier 2 meaning in a multi-sensory way to our students?

So just real quickly, it's a process. You're not going to come up with a real good feeling for it. But struggle with the definition. And then how might you multi-sensory or actively engage your students in teaching that word? And I'm only going to give you two minutes. Okay. Go ahead.

FS: But in two minutes I cannot come up with [laughter]

FS: Um, because it could take you, you know, in different... different directions here.

FS: But you know what? What you could also use is the textbook because the textbook'll probably have a pretty decent definition. And if you don't like that then you can adjust off of that to make it clearer for the kids.

FS: Yeah. I understand that but, OK, take what we're doing is, we're doing Western Africa, OK? Allright now, if we're... so you're saying just basically, just stick with that particular area, you know, the Western Africa part, you know, don't go you know any further, and just deal with their culture. Don't...

FS: I think we need a definition of culture in general and then apply it in West Africa. And then when we get to the next unit, we can apply it...

FS: Just to...

FS: ...in that next unit as well. Like, let's say if it's Greece, or Asia, or something like that, then we could apply that. But I'd like to see the kids get a definition of what in fact is culture. Now, how does that fit with West Africa?

JFS: So I'm going to ask you to share, starting with math. Did you come up with a brainstorm activity that you would be able to engage in? Did you get that far with it?

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Or are you still working on definitions? Okay. (inaudible) Did you get that far with the brainstormed activity? Okay. We'll go to Science. Who talked last time?

FS: I did.

JFS: Okay, Losana, what was your idea?

FS: Um, we had the word yard. And to show the children the difference we would show them a picture of a lawn with an x marked through it and an actual yardstick to show that we're talking about a measure, unit of measure. Or, take three rulers and line them up and say, OK, this is a yard as well...

JFS: That would be excellent.

FS: ...and then compare it later, that concept, to a meter stick, to show the difference between yards and meters.

JFS: Wow. So yours is along a continuum of learning. That's great. That's great. English. Did you come up with a brainstorm activity?

FS: We talked about mood, the word mood. And so one of the things that we specifically talked about was giving concrete examples of comparing the personal mood to the mood of the story itself. And the kids come in saying, well, okay. You came in this morning. What kind of mood were you in? Okay. And then putting an example probably on a transparency and working together to fill in the blanks. Because we would deliberately leave some things out. And we would engage the student by pulling them into the story and then asking them to explain.

JFS: Janie, is that your name?

FS: Yes.

JFS: What I asked about Janie's explanation is she started with the student coming into the classroom and discussing their mood. What a powerful place to start with. And

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the student's already engaged into it. And then take them from their own personal experience into abstract text, deriving meaning from printed word. That would... that would really take them along a continuum. That's a great idea. Okay. Social Studies. Did you come up with an example? And this time it's Kathleen's turn to talk.

FS: Well, we spent most of the time wrestling with how to find an appropriate definition because our word is culture and that's difficult to define. So we thought that we needed a dictionary or some reference...

JFS: You do, like I said.

FS: ...and then adjust off of that. And then we also spoke about the fact that many textbooks will define the words and if there was something in that we could see if we liked it, or perhaps change it for our purposes. But we wanted a definition that would work for this unit on West Africa as well as for other units.

JFS: Excellent.

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**Segment 4 –Awareness**

JFS: I talked about the receptive part of word knowledge where they sort of kind of knew the meaning of it, but they didn't really. And they weren't, they didn't really own the word. They weren't able to use the word. Well, another way that our struggling students don't own words is the phonological processing.

In the early reading literature, they've shown that being aware of the sounds of our language, phonological awareness, is one of the best predictors of difficulty in learning to read. And we now can do direct instruction in phonemic awareness and phonemic processing. Guess what? This disability doesn't go away. It presents itself across the academic years. And where you're going to see it in high school is the children are not going to be able to sequence properly two, I mean three and four multi-syllable words; primary and secondary accent; Greek, Latin, and French roots. That's where their difficulty's going to be.

I'm going to share with you a family story. I came from Wisconsin. And we would have people over for cheese and crackers and a Sheboygan sausage if we were lucky. Before people came to eat hamburgers or cook out. And so when company would come, my mother would stand up there and say, yep. It's time to get out the horse's doovers. *Hors d'oeuvres*. *Hors d'oeuvres*. [laughter'] Do you want to know how old I was before I invited anyone over to my house for *hors d'oeuvres*? I had an imprint ... and my mother was being funny. Someone in the last workshop said did she really not know how to pronounce it? I said, no, but you have to know my mother. She was very, very funny.

So I grew up bringing out horse's doovers. And I never ... I mean, I had to have been well into the third decade of my life before I could get *hors d'oeuvres* out.

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Because when you look at it in print, it's reinforced with horse's doovers. So when I would read it, I read horse's doovers. And when I heard it, I thought horse's doovers. I had the improper phonological awareness printing. So I would not use it expressively. But I knew what it was in print.

Well, our children may not have an improper phonological processing as bad as Jean had. But they don't have a phonological processing at all. When you talk about hieroglyphics, think how many syllables are in there. And they will know what it is. And you direct talk. And you said hieroglyphics is. Blah, blah, blah. What is it? It's pictures on the wall. But have you ever asked your children to say hieroglyphics? And if they can't say it, if they can't get their mouth around it, they're not going to raise their hand and offer it.

So you think, oh. Johnny doesn't know it because he didn't raise his hand. Or do you think he's going to be able to print it without the sounds being able to sequence since he's then not going to be able to print them. So my one piece is just one little thing you can do. And that is when you teach your Tier 3 words, do some choral response. Let's all read these. I say, you say. Let's all say it together. And if you begin to say it more and more, the other children will listen, listen, listen, listen and eventually begin to express it.

But our children that have a phonological awareness deficit cannot sequence the sounds. And they need to hear the word maybe six, eight, ten, twelve times. If I have reading coaches in here ... this is one of the things I do with my reading coaches is the content teachers feed my students' reading coaches. That content vocabulary. And in the reading coach session, one of the things they do is

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pronounce the content vocabulary so they can practice sequencing the correct phonological sounds.

Because the last thing a high school student wants to do is get up there and say the wrong thing. Forget about high school students. What about the rest of us? So that’s my one piece. You ... this little piece. If you can do this one little piece, you’ll be making a difference in your classroom.

Now it’s time to begin to look at the students. And when we look at differentiated instruction, we look at three components of students. We look at our student characteristics in terms of readiness, interest and learning profile.

Carol Ann Tomlinson is the guru of differentiated instruction. I’m going to pass this book around as well. The things in the next three slides that I show you came out of the differentiated handbook. There’s a 90 minute presentation that does just differentiated instruction. So here’s these two. This is where I just want to talk briefly about readiness. There’s now, we’re showing ... and it makes sense if our students of need aren’t able to read very well (after third grade, you access most of your knowledge from print) they’re going to be lacking background knowledge.

But guess what? We’re already going to know that because we’ve done a pre-assessment. But you may need to begin to incorporate background knowledge into your unit of study, especially at a high school setting, especially on concepts that build on concepts that should have been taught previously.

Okay. A little overview. If we as teachers increase our understanding ... here we are. We as teacher, we’re the starting point. What we teach. We’re going to increase that. Who we teach. Once we begin to understand our learners. Then and

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only then can we change how we teach. It is, that's the focus of differentiated instruction. We have to change how we teach.

Okay. That is worksheet number four, page sixteen.

I would like you to think back on this last semester, last year ending semester, a unit of study, and write down one student's name, a student in your class who received a very high grade, a student in your class who received an average grade, and a student in your class who attended class regularly, turned in most of the homework, took most of the required quizzes and tests and yet received less than an average grade. I'm going to give you just a quick moment. You don't need to talk. Just try to quickly jot down three names.

Okay. As we go forward in this workshop, I'd like you to keep those children's faces. Because that's who we're talking about. We're not differentiating instruction for nameless children. We're differentiating instruction for children that are presented in your classroom. And you may not have Sally again. But you're going to have a Sally 2 this year. You may not have a Sam again. But you're going to have another child very much similar. And that's what brought you to this workshop is meeting the needs of these children and how to do it better. And I want you to keep those children's ... because we're going to do some more work with individuals as we begin to do this.

The second half of the worksheet is, all right, these were the three students. I'd like to just briefly think about what are some of the things that you've done in the past that has helped you to get to know your students better? We're getting close to September. You're going to start with a brand new set of students. What are some of the things that you do or have heard other teachers do that helps you access their

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readiness, their interest and their learning profile? Anyone want to share? What are some of the things you're already doing or could do? (inaudible)

I had breakfast with her and we talked about this. And she didn't know I was doing this workshop. Yes, a learning styles test. That would be excellent. Go ahead.

FS: A little bit similar to that, I used to ask kids to put, think of their favorite teacher, on the assumption that that's probably who they were most successful with, and what did they like about that chil... about that teacher, and that really got me the kind of response about what worked best with each child. I could do it with a class of thirty very quickly.

JFS: I have not heard that one before, but that's excellent. Anyone else want to share how you get to know your students' readiness, interest and learning style at the beginning of the year? What might be some ways that we can engage our students? Any other ideas? Okay.

FS: A personal profile list where they wrote down their name, their interests, what they like, you know.

JFS: An isn't that powerful? I mean, it really makes the student feel like someone's out there and really cares. In one of my previous workshops, I heard this idea. And I was just like wow. I had never heard it before. You have to send ... at the beginning of the year, you send home a sheet where they have to put their contacts and guardians, and name, address and all that kind of information that the parent needs to fill out. And then they bring it back. This particular teacher said that at the bottom, they would write a little note to the parent and say tell me your child's strengths and let the parent talk about their child. And one parent wrote back and said in all my years, no one's ever asked me of what my child does well. And I

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respect parents (of course, I am a parent) but I thought that was ... she said, and the teacher said and I have 100 percent response every year. So that's another way to look at it.

And I want to jump on learning profiles. If you go on the web and look at learning profiles, there's a number of free ones that you can pull off that are quick and easy and interesting. The web is a great, great, great resource.

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**Segment 5 – Using These Techniques**

JFS: Now comes the piece how do we teach the material to diverse learners? I being a reading person immediately go back to Bloom’s taxonomy which is listed here, just quick definitions. And usually in elementary and middle school, most teachers teach with the knowledge and comprehension component.

This is really a good core for your differentiated instruction to come on. Remember we did pre-assessment. We know what the baseline knowledge is. We can take our high achieving students, take our content, and ask them questions that would involve analysis and synthesis. We can ask our students that are building on background knowledge to begin to do comprehension and application.

Look at your above average student and you identify their Bloom level, which might be synthesis. Or maybe you’re going to work them for evaluation. You look at your average student and they might be... you want them to do a little more analysis.

And then you look at your struggling student and you might be looking for comp... application. So you identify the three levels. Okay. Over here you write the level in for each of your students. And then you look at what print material you’re going to provide to that student in order to begin to access some of the information that you’re at. You may have to begin to look at resources other than your textbook. That would involve that. So begin to look at some of the different print material that’s available out there.

And then this is the next part: product. What is your unit of measure? You’ve already identified what you want your student to be able to do at the end of the unit. You did that in the first five minutes. You did that on the first worksheet. But now

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that we're differentiating instruction, what is the end product for each student? It doesn't have to be the same. Kathleen.

FS: I wanted to throw in a book. Because I would like the struggling student to be able to access Bloom's higher levels as well. And I think that there's opportunities after initial activities like this of lowering the content. In other words, that they would have better knowledge of the content and then apply the higher Bloom's levels to content that's easier for them.

JFS: Right. And that's called ... what you're actually looking at Kathleen is scaffolding. Right. And what you're saying is very articulate. You want them to access some of the higher levels of Bloom's taxonomy. Right now they're only accessing knowledge and comprehension. You have to scaffold the activities to show them how to get from comprehension to application. Often our struggling students know it in one context and one context only. And even if you change the question, they don't get it.

So that's scaffolding which we're going to talk about next. And I didn't prime her to say that. But that's exactly right. What Kathleen said was exactly right. We want to move our struggling students across the levels. But guess what? We're going to teach you how to do it. We're the change agents. So we're going to have to scaffold the activities. But the important thing is to know where they are. That's the other piece. If you don't know that they can only function at knowledge and comprehension and you throw them in at analysis without taking them through application, they're going to fall. Or they don't know how to do application. It's going to be up to you to be the change agent and walk them through it.

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We're going to talk about content. We're going to talk about context. We're going to content, process and product. So content is first. And on the last of the three student characteristics I've already talked about, readiness, interest and learning profile.

So if you're going to differentiate the content, a strategy to address the readiness of your student is to provide text at varied reading levels. If you want to address the content and differentiate it based on interest, you're going to provide different interest centers around your room. If you're going to change content based on learning profile, this is the next key piece. Use wait time to allow for student reflection.

I don't know. We graduate from college and we automatically have a fifteen second wait time. I think we get it as a teacher when they give us our diploma. It's built into us. It's intrinsic. And teachers traditionally wait fifteen seconds for an answer and then they move onto the next one. Change that little clock inside of you. Change it to twenty seconds or twenty-five seconds. And you'll be accommodating for the child that needs a little extra time.

Another way is to prompt them. I'm going to ask you to define linear equation. But first I want to ask this person about that. So she already knows I'm going to ask her. I'm allowing her extra thought processing time to be successful.

Now we're changing the process in terms of each of these. This is where your tiered activities are going to come in. Kathleen talked about as far as scaffolding.

Readiness. This is exactly what Kathleen described to us before. My struggling students, I want them to go higher on Bloom's taxonomy. So in terms of readiness, she's going to use tiered activities to get her struggling students at higher levels of

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Bloom’s taxonomy through scaffolding and tiered activity. And then product. And we’ve already sort of talked about product. The end product doesn’t have to look the same for every single student.

Okay. Instructional materials. These need to be different. We need a wide variety of them. They need to look different.

Now I’m going to talk about comprehension. The National Reading Panel has come out ... identified after reviewing all the research out there, they’ve identified three different methods of having the student interact with print and eliciting comments ... having the student being able to comprehend. Those three are reciprocal teaching, questioning the author and collaborative reasoning. And on your extra little handout, I’ve actually defined those.

And if you look at your references in the back, voices of, um... what is it?... voices of research, these are all outlined and defined in there. The one that’s really becoming the most successful that’s been around the longest is questioning the author. But what it’s going to involve is you have to change your style. You can no longer lecture. You have to be well prepared. And you have to engage the student in the material. And you have to have your question already picked out before you begin to lecture. They’re very planning ... you simply can’t have the information and impart it to your children. But I would challenge each of you to pick one, begin to read it and think about it.

The other thing the National Reading Panel found out as they studied teachers and teacher preparation is that it takes teachers thirty exposures to a new whatever for us to incorporate it, own it and add it to our tool belt. So today or these next three days, you’re going to get one exposure. You need twenty-nine more before you’re

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going to own this and be comfortable with it. So I say to my teachers don't be hard on yourself. Give yourself the twenty-nine extra times. If you need to open the manual and go through a scripted text or some other resource, do it. But the important thing is to get in there, get your toe wet, and become a change agent. Classroom management. You notice I mentioned interest centers? Well, I'm a '70s teacher. I came from the '70s. And I was required to change my interest centers every Monday. And there had to be four of them. And self-correcting. In a classroom of thirty. So you're going to get classroom management. If you're going to have interest centers around that the students are able to rotate through or move around your room, if we're going to get our students up interacting with different kinds of things, your classroom management, how are we going to do this? And that's a big piece. Again, classroom management is again coming out in the research.

And our struggling students work best when they work in an environment when they know what the expectations are. So this is not a piece to be ignored. So you need to begin to look at classroom management as well.

We talked about assessments. I already brought in the importance of pre-assessments. So many of us just, myself included, start teaching. And we have an end unit task. If no learning takes place, we have not taught. And we are the professionals. And it's our job. But we must also teach the high end students. We need to begin to challenge them.

The next piece is throughout the unit. And that means as you go along, you need to go see how the students are doing with that. And one of my daughters had an English teacher. This is my favorite story. And she had the dot system which I

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thought was, was fabulous. And I unconsciously actually used it through this entire presentation.

And the dot system was, is, she had all the students' names in her book. And when they came in, they would begin to discuss a unit like Romeo and Juliet, she would have her questions, and students would raise their hand. And after Theresa would answer two questions, I would say Theresa, you have your two dots for today. Don't answer any more questions. And so that I even consciously did it with you. Because I said and the next person to talk is someone who hasn't already spoken.

The other thing I've done with you is I've mentioned your name. I'm hoping that involving you, listening to you, calling you by name, that you become invested in this workshop. And that is what we want to do with our students as well is I have each of you talk before you came. Then you knew right away that I was going to start and what order I was going to come in. So that Social Studies knew that ... you know, math knew that next time they were going to start. And they better have chosen somebody to speak. Because this was the beginning table. And this table over here said, whew, we can sit back and listen because we're going to be last, you know.

Sorry, it's Kathleen. I said Theresa. Kathleen said true. Right. Think of that. Think of the process that I've done at this workshop. That's what we want to provide for our students. Not just product. I'm trying to depart a process, not a piece of information. And then you're going to take the process and make it your own.

You're going to do it differently. You have different students. But those two things as far as throughout the unit, one I made a round to make sure that everyone got

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the minimum requirement done. Then I rotated the tables. And then I made sure that somebody different talked at every single table. That was throughout the unit. And was there a grade or not a grade? Not necessarily. But I made sure that each of you were interacting with the material that I wanted you to process. And then the final assessment. I started right away talking about final assessment. That final assessment, if we're going to differentiate instruction, has to look different based on where the students are starting and what they're learning.

So that's going to be the most difficult. And I've had questions at the end of workshops like my principal wants to see the unit test for the Civil War. And he wants to see one unit test. So we're going to have to start working with our administrators and say some students maybe doing a book report. Some students maybe doing a timeline. Some students maybe doing this. So we've got to get our administration to begin to accept what an end product looks like and then show them this was my learning objective. And all of my students accomplished that through a different end product. So we've got our work cut out for us. But we must do all kinds of assessments.

Now, the next piece if you turn to the very, very last page of your handout is your homework. And I'm going to take just a minute. Because I want you to take a look at this. And that is I have listed the thirteen things that I have covered in this unit. Identify the learner outcomes for a unit of study. That was one of the first things I had you do. One of the last things I talked about is grade for effort and growth. All right. These are your things. And I'm not going to have time to go through all of them now. And I'm hoping you'll take this over lunch or tonight or in your hotel room or wherever.

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Think of two things that you'll do in July and early August, just two of these thirteen things. Two things you'll do in late August prior to your students arriving. Two things you'll do when you receive your class list. And two things you'll do within the first four weeks of school. So that's like eight things I've given you to do. Out of those eight things, if you do one, just one of those things, or you keep this ... if I could have Xeroxed it myself, it would be a different color. So it wouldn't get lost in everything else ... is that you will begin to look back on it, take small bites and make changes. We can't change everything at once. It's overwhelming. But we can do one thing. And that one thing maybe giving your students a little more wait time. It may be doing a pre-assessment. It may be teaching one Tier 2 word in September. It may be getting the research and differentiating instruction and reading it. But do one thing different and we'll be on our way to change.

So that's your homework. And then I want to go to my last slide. My last slide is a quote. Education is not the filling of a bucket. Our job is not to open their heads and jam facts in there. No matter what grade level we work at. Education is the lighting of a fire to make them lifelong learners. And so my challenge to you is go out there and light some fires. Thank you, very much. [applause]