


**Keystone Educational  
Consulting Group  
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*Differentiated Instruction  
Teacher In-Service  
Resource Packet  
August 2009*


8/2/2009

## Differentiated Instruction

### An Overview



**Keystone Educational  
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“Even though students may learn in many ways, the essential skills and content they learn can remain steady. Students can take different roads to the same destination.”

-Carol Ann Tomlinson

## Differentiated Instruction

### Defined



- Differentiated instruction is the philosophy that teachers should adapt instruction to address student differences.
- Teachers should modify their instruction to meet students' varying readiness levels, learning preferences, and interests.
- Teachers need to proactively plan a variety of ways help to facilitate learning for all students.

## Basic Principles of DI

- The teacher is clear about what matters in the subject matter.
- The teacher understands, appreciates, and builds upon student differences.
- Assessment and instruction are considered inseparable.
- The teacher adjusts content, process, and product in response to student readiness, interests, and learning profile.
- Students and teachers are collaborators in learning.
- Goals of a differentiated classroom are growth and individual success.
- Flexibility is essential in a differentiated classroom.

©2009 Tomlinson, C. (2009). Differentiating Instruction in the Middle Grades Classroom (2nd ed.).

## How Does Research Support DI?

- Differentiated instruction is the result of a combination of various educational theories and practices.
- Psychological research reveals that when interest is tapped, learners are more likely to find learning rewarding and become more autonomous as a learner.
- Co-teaching and DI go hand-in-hand.

## Four Ways to Differentiate

- Differentiation can occur in the content, process, product or environment of the classroom.

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### 1. Differentiation Through Content

- Students must be formally assessed to find out their background and prior knowledge of the given concept.
- The teacher can then plan lessons to meet the needs of advanced students as well as students who need extra help to master the skills.
- Students are given the opportunity to work at their own pace.

### DI Lesson Plan

- Refer to your handout

### Ideas for Differentiating Content

- Reading Partners / Reading Buddies
- Choral Reading
- Flip Books
- Books on Tape
- Highlights on Tape
- Digests/ "Cliff Notes"
- Note taking Organizers
- Varied Texts
- Varied Supplementary Materials
- Highlighted Texts
- Think-Pair-Share/Preview

### 2. Differentiation Through Process

- The teacher varies learning activities or strategies to provide different ways for students to explore.
- The students are given alternative paths to reach the same understanding.
- The use of graphic organizers, maps, diagrams or charts varying in complexity are used to support these lessons & learning activities.

### Graphic Organizers

- Review examples

### 3. Differentiation Through Product

- Students can demonstrate their understanding of a new skills or concept through various assessments.
- In DI, the teacher assesses students using a variety of assessment tools like portfolios, rubrics, checklists, demonstrations, & tests & quizzes.
- Students 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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### Types of Assessment Tools

<p><b>STUDENT DATA SOURCES</b></p> <ul style="list-style-type: none"> <li>▪ Journal entry</li> <li>▪ Short answer test</li> <li>▪ Open response test</li> <li>▪ Home learning</li> <li>▪ Notebook</li> <li>▪ Oral response</li> <li>▪ Portfolio entry</li> <li>▪ Exhibition</li> <li>▪ Question writing</li> <li>▪ Problem solving</li> </ul>	<p><b>TEACHER DATA SOURCES</b></p> <ul style="list-style-type: none"> <li>▪ Anecdotal records</li> <li>▪ Observation</li> <li>▪ Skills checklist</li> <li>▪ Class discussion</li> <li>▪ Small group interaction</li> <li>▪ Teacher – student conference</li> <li>▪ Assessment stations</li> <li>▪ Exit cards</li> <li>▪ Problem posing</li> <li>▪ Performance tasks and rubrics</li> </ul>
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### Think-Tac-Toe

- Can be set up with 9 different ways to assess a learner's knowledge and level of mastery
- Provides students with choices in the way in which they will be assessed
- Bloom's Taxonomy & learner profiles can be referenced when creating assessment choices
- Teachers can allow students to create the assessment choices to fill in the board

### Activity

- Work with a partner to create a Think-Tac-Toe assessment board for a unit of instruction you teach.
- Take a look at the example to use as a model.

### 4. Differentiation Through Environment

- By addressing the various learning styles, a teacher can help better meet individual student needs.
- On a daily basis teachers should address the multiple intelligences, the various learning styles, as well as students' personalities when designing the classroom environment.

### Learning Style Inventory

- Refer to the Learning Style Handout.

### Low Prep Ideas

- Choices of books/reading materials
- Homework options
- Use of reading buddies
- Varied journal Prompts
- Work alone / together
- Flexible grouping
- Varied supplementary materials
- Varying scaffolding on same organizer
- Think-Pair-Share by readiness, interest, learning profile
- Open-ended activities
- Mini-workshops to reteach or extend skills
- Jigsaw Activity
- Explorations by interests
- Games to practice mastery of information
- Multiple levels of questions

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### High Prep Ideas

- Tiered activities and labs
- Independent studies
- Alternative assessments
- Learning contracts
- Lectures coupled with graphic organizers or guided notes
- Community mentorships
- Interest groups
- Tiered centers
- Interest centers
- Literature Circles
- Stations
- Think-Tac-Toe
- Simulations

### Discussion

- Any questions

### References

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- Vygotsky, L. (1986). *Thought and language*. Cambridge: MIT Press.

## Instructional Strategies and Lessons Brainstorming Sheet

In the blocks below, please brainstorm and list as many instructional strategies that will teach and provide learning opportunities in these theoretical frameworks

### ***Multiple Intelligence Theory - Gardner***

Visual Spatial	
Verbal Linguistic	
Bodily Kinesthetic	
Logical Mathematical	
Intrapersonal	
Interpersonal	
Naturalist	
Existential	
Musical Rhythmic	

## *Lesson Plan - Learning Styles Model*

Standard:

Objective:

<b>Visual - _____</b>	<b>Auditory - _____</b>
<b>Tactile - _____</b>	<b>Kinesthetic - _____</b>

## *Lesson Plan – Skills Group Model*

Standard:

Objective:

	<i>Activity</i>	<i>Teacher</i>	<i>Teacher</i>
<b>High</b>			
<b>Average</b>			
<b>Low</b>			
<b>Other</b>			

Notes:

1)	Student Name	
2)	Allow Alternate Assignments	
3)	Allow feelings to be expressed	
4)	Call parent when missing work	
5)	Extra Time	
6)	Grade on content vs. Spelling	
7)	Graphic Organizer	
8)	Highlight Notes	
9)	Modified HW and/or Classwork	
10)	Monitor Agenda	
11)	Oral Assessment	
12)	Praise/encourage	
13)	Prof. Seating	
14)	Prov. Tea. Notes	
15)	Que and Prompt	
	Read and Clarify	
	Read Directions Aloud	
	Redirect	
	Revise All Written Work	
	Short Concise Directions	
	Shorted Assignments	
	Study Guide for Tests	
	Word Bank	

Modifications 2002-2003

Period:

(Heineman Kunkel, 2004)

## Accommodation and Modification Tracker

Student and Case Manager	Materials/ Books	Tests/ Quizzes	Grading	Organizing	Environment	B.Mod/ Support	Instruct Strategy

(Harrison Kubke 2004)

**THINK-TAC-TOE**

## Book Report Example

<p>Draw a picture of the main character</p>	<p>Perform a play that shows the conclusion of a story</p>	<p>Write a song about one of the main events</p>
<p>Write a poem about two main events in the story</p>	<p>Make a poster that shows the order of events in the story</p>	<p>Dress up as your favorite character and perform a speech telling who you are</p>
<p>Create a Venn diagram comparing and contrasting the introduction to the closing</p>	<p>Write two paragraphs about the main character</p>	<p>Write two paragraphs about the setting</p>

### **THINK-TAC-TOE**

Your Example


## MULTIPLE INTELLIGENCES TEST

Where does your true intelligence lie? This quiz will tell you where you stand and what to do about it. Read each statement. If it expresses some characteristic of yours and sounds true for the most part, jot down a "T." If it doesn't, mark an "F." If the statement is sometimes true, sometimes false, leave it blank.

1. \_\_\_\_\_ I'd rather draw a map than give someone verbal directions.
2. \_\_\_\_\_ I can play (or used to play) a musical instrument.
3. \_\_\_\_\_ I can associate music with my moods.
4. \_\_\_\_\_ I can add or multiply in my head.
5. \_\_\_\_\_ I like to work with calculators and computers.
6. \_\_\_\_\_ I pick up new dance steps fast.
7. \_\_\_\_\_ It's easy for me to say what I think in an argument or debate.
8. \_\_\_\_\_ I enjoy a good lecture, speech or sermon.
9. \_\_\_\_\_ I always know north from south no matter where I am.
10. \_\_\_\_\_ Life seems empty without music.
11. \_\_\_\_\_ I always understand the directions that come with new gadgets or appliances.
12. \_\_\_\_\_ I like to work puzzles and play games.
13. \_\_\_\_\_ Learning to ride a bike (or skates) was easy.
14. \_\_\_\_\_ I am irritated when I hear an argument or statement that sounds illogical.
15. \_\_\_\_\_ My sense of balance and coordination is good.
16. \_\_\_\_\_ I often see patterns and relationships between numbers faster and easier than others.
17. \_\_\_\_\_ I enjoy building models (or sculpting).
18. \_\_\_\_\_ I'm good at finding the fine points of word meanings.
19. \_\_\_\_\_ I can look at an object one way and see it sideways or backwards just as easily.

### The Seven Multiple Intelligences in Children

Children who are strongly:	Think	Love	Need
<b>Linguistic</b>	in words	reading, writing, telling stories, playing word games, etc.	books, tapes, writing tools paper diaries, dialogues, discussion, debate stories
<b>Logical-Mathematical</b>	by reasoning	experimenting, questioning, figuring out puzzles, calculating, etc.	things to explore and think about, science materials, manipulatives, trips to the planetarium and science museum
<b>Spatial</b>	in images and pictures	designing, drawing, visualizing, doodling, etc.	art, LEGOs, video movies, slides, imagination games, mazes, puzzles, illustrated books, trips to art museums
<b>Bodily-Kinesthetic</b>	through somatic sensations	dancing, running, jumping, building, touching, gesturing, etc.	role play, drama, movement, things to build, sports and physical games, tactile experiences, hands-on learning
<b>Musical</b>	via rhythms and melodies	singing, whistling, humming, tapping feet and hands, listening, etc.	sing-along time, trips to concerts, music playing at home and school, musical instruments
<b>Interpersonal</b>	by bouncing ideas off other people	leading, organizing, relating, manipulating, mediating, partying, etc.	friends, group games, social gatherings, community events, clubs, mentors/apprenticeships
<b>Intrapersonal</b>	deeply inside themselves	setting goals, meditating, dreaming, being quiet,	secret places, time alone, self-paced projects, choices

Excerpted from Armstrong, T. *Multiple Intelligences In The Classroom*. Alexandria, VA: Association for Supervision and Curriculum Development (1994).

