

## Differentiated Instruction: Beginning the Journey

### Workshop Notes

#### **I. Defining Differentiated Instruction:**

- A. all students get the right instruction at the right time, through the most appropriate and productive means
- B. is a blend of whole group, small group, and individual instruction
- C. is qualitative rather than quantitative
- D. honors ALL students' needs and maximizes ALL students' learning capacities
- E. is student centered
- F. assessments (pre, ongoing, and post) drive instruction
- G. is FLEXIBLE
- H. builds upon student differences
- I. is based upon maximum growth and each individual student's successes

#### **II. Teachers Can Differentiate Through:**

- A. Content (what is taught)
- B. Process (the means of instructional delivery)
- C. Product (not all may have to do the exact same assignment, the exact same way)
- D. Environment (where students work, whom students work with, what they work with-materials)

#### **III. Teachers Can Differentiate Content, Process, Product, and Environment by:**

- A. Student readiness (to maximize learning growth)
- B. Interest (to promote motivation)
- C. Learning Profile (to support work efficiency)

#### **IV. Key Points I Learned from this Conference**

##### **A. About Choice:**

1. Do NOT address student readiness by offering student choice!! Do NOT allow students to take the easy way out though a choice. Make ALL their choices the same level!!
2. Choice should be offered 35% of the time
3. To give choice, your students MUST be aware of their own readiness, interests, and learning profile

##### **B. About Tiering Lessons:**

1. When differentiating by readiness and using tiered activities always remember:
  - a. start writing/planning your tier levels by addressing your HIGHEST group of students FIRST, then write/plan lessons for your lower levels
  - b. there is no magic number for how many tiers you must have
  - c. NEVER differentiate using Bloom's Taxonomy!! Every tiered level must have one question for every level of Bloom's Taxonomy. All students should be expected to complete higher level thinking

tasks, just use the appropriate leveled material for their higher level questions.

- d. NEVER differentiate your tiers by quantity (exception: IEP requirements)

### **C. About Making a Learning Profile Card:**

1. upper left hand corner of card: put your learning **modality** (auditory, visual, kinesthetic), take survey to find out which you are, keep in mind that you should take the survey based upon what is MOST NATURAL to you, NOT what you are ABLE to do, surveys on page 26 and 27
2. upper right hand corner of card: put your **Sternberg Intelligence** (analytical, creative, or practical) - page 35 in conference manual, again take survey to find out which you are, surveys on pages 36 and 37
3. in lower left hand corner of card: put your **Gardner Multiple Intelligence - learning style** (eight to choose from, see manual for choices and surveys, pages 30 and 31
4. lower right hand corner of card: put your **Array Interaction Inventory (learning personality) - Are you a Pooh, a Rabbit, a Tigger, or Eeyore??**, see page 43 in manual for further descriptions and inventories
5. in the middle of card: put student name and interests

### **D. About the 3 P's for Report Card Grading - a grade should have three parts:**

(How do you handle report grading when you differentiate instruction, since all students are not doing the same assignments at the same time?)

1. performance score - this is a student's achievement based on the criteria and performance standards set by the district and state
2. progress score - how much growth a student has shown
3. process score - a student's perseverance (stick to it attitude), to include work habits, attitude, and effort  
(Rick Warmly and Ken O'Conner)

### **E. Think Dots - use instead of cubes (easier to make, manage by students, and store)**

\*\*\* You do NOT have to make "gourmet" lessons to differentiate. Start with small adjustments to a lesson here and there, also known as (the appetizers) and once you become more comfortable, make "main course" lessons here and there. Then on occasion, when you have the means, the time, and the energy, make special "dessert" lessons that involve detailed planning and thinking for a unit as a whole. Pretty soon you'll be an expert!