

# Strategies for Student Success



## Differentiating Instruction




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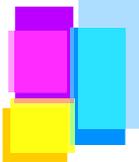
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# Objectives



**Participants will be able to:**

- Identify key components of differentiation; and
- A choice board.

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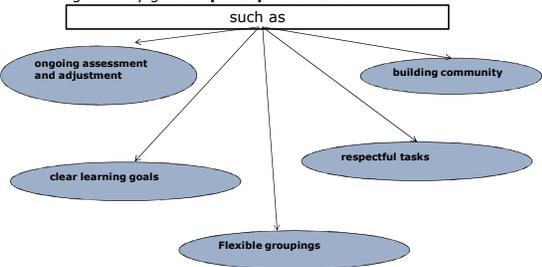
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# A Philosophical Approach

Differentiated Instruction is a teacher's response to learner needs guided by general **principles** of differentiation

such as



Adapted from *The Differentiated Classroom: Responding to the Needs of All Learners* (Tomlinson, 1999).

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**Activity One**  
**A Snapshot of Differentiation**

**Directions**  
**Circle** the components of differentiation on the Readiness Survey.



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**Differentiation – Looks Like**



- Provides a variety of assignments within units of instruction.
- Allows students to choose, with teacher direction, the path of their learning in response to their needs.
- Offers tiered lessons of varying degrees of difficulty, dealing with similar content.
- Qualitative

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**Differentiation – Does Not Look Like**



**Differentiation is not:**

- Giving students the same work or even identical assignments.
- Merely having centers in the classroom.
- Only for students who demonstrate a need for acceleration.
- Quantitative.

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**Differentiation in Focus**

- Some students read with the teacher and answer questions.
- Students work together to respond to questions on the selection.
- Students work by themselves and complete an assignment.
- Students interview a group to produce a report on global warming.



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**Tiering Symbols**

**Tier Three: Above Level**

Describe the circulatory process and describe ways in which one's health can be affected if the process fails to function properly



**Tier One: Below Level**

List the organs of the body involved in the circulatory system. Draw a diagram that represents the process of the circulatory system.

**Tier Two: On Level**

Detail the process of the circulatory system. Draw a diagram to illustrate the process.

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**Key Components Teachers Can Differentiate**

Content

Process

Product

According to Students'

Readiness

Interest

Learning Profile

Adapted from *The Differentiated Classroom: Responding to the Needs of All Learners* (Tomlinson, 1999).

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**Activity Two:  
Working with Sample Assignments**



**Directions:**  
**Review** the sample lessons and **decide** on their point of intersection.

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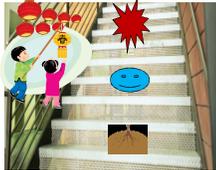
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**Activity Three  
Practicing Tiering**

- **Create** three assignments on the same content or concept.
- **Indicate** the level the assignment is targeting, using a symbol.



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**How to...  
Planning Guide for Differentiating Curriculum and Instruction**

**The Steps**

- Identify what students should Know, Understand and be able to Do (KUD) at the end of the unit
- Define Summative Assessments
- Develop a unit to ensure student proficiency w/essential knowledge, understanding and skill
- Pre-assess, based on KUD for readiness, interest, and learning profile
- Based on pre-assessment data, differentiate the unit plans for readiness, interest and learning profile-& continue to adjust plans based on on-going assessment data
- Support ongoing assessments
- Extend on-going assessments
- Administer summative assessments

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**Designing a Choice Board**  
**THINK-TAC-TOE---Book Report**

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

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**Activity Four**  
**My Choice Board**

**Directions:**  
**Select** a concept and **create** a Choice Board.

**Debrief:**  
**Share** your Choice Board with the class.



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**Closure:**  
**A Final Thought**

**“That students differ may be inconvenient but it is inescapable. Adapting to that diversity is the inevitable price of productivity, high standards, and fairness to students.”**



TheodoreSizer  
*Horace's Compromise:  
 The Dilemma of the American High School*

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