

Planning for Differentiation

How To Capture the Interests of Your Distinct Audiences



<https://www.youtube.com/watch?v=nMxqEkg3wQ0>

Line Stepping

- Step on the line if the statement applies to you.



Learning Goal

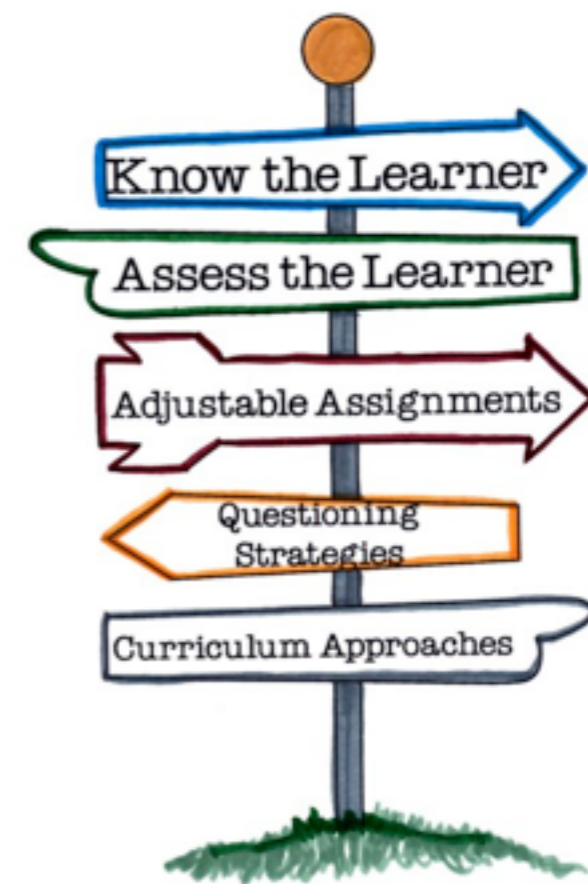
- Today, I will write at least two differentiation strategies on my cue card sections
- So that I can try two strategies in my class(es) within the next two weeks
- You'll know I understand by telling a partner the two strategies I liked the most and explaining why during the last five minutes of this workshop



What is differentiation?

- Differentiation is tailoring your instruction and teaching methods to meet the individual needs of your students
- There is no concept of 'one size fits all'
- Students receive different methods of education and are given options to complete tasks

What is Differentiation?



Discuss With a Partner...

- Complete the handout with a partner to see what strategies you're already using in class and compare them with those of others...
- Don't worry - chances are that you are already incorporating differentiation into your classes!

Differentiation Strategies I Use in Class

Strategies Others Have Tried in Class

Questions I Have...

Reach and Teach All Students!

- When a teacher tries to teach something to the entire class at the same time, “chances are that one third of the kids already know it; one third will get it; and the remaining third won’t. So two-thirds of the children are wasting their time.” - Lillian Katz

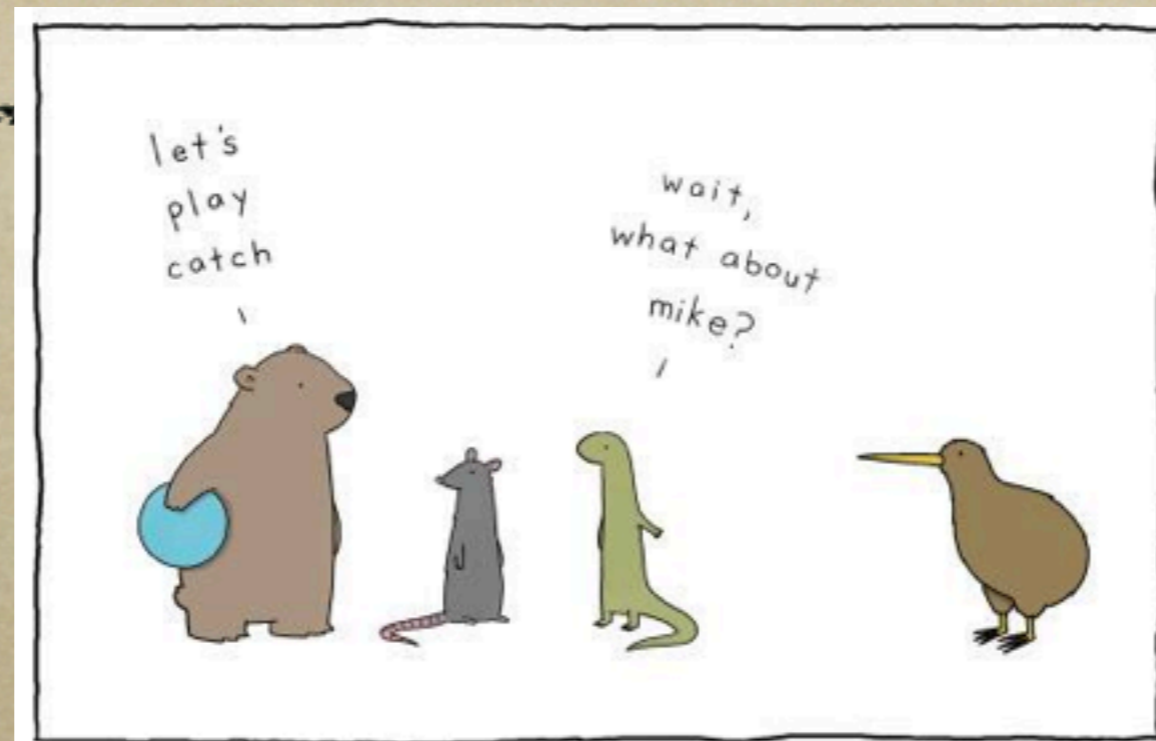


Discuss With a Partner

- Discuss a time where you tried teaching the curriculum using different methods for students during a class.
- Was it successful? Explain.



Accessibility is Key!

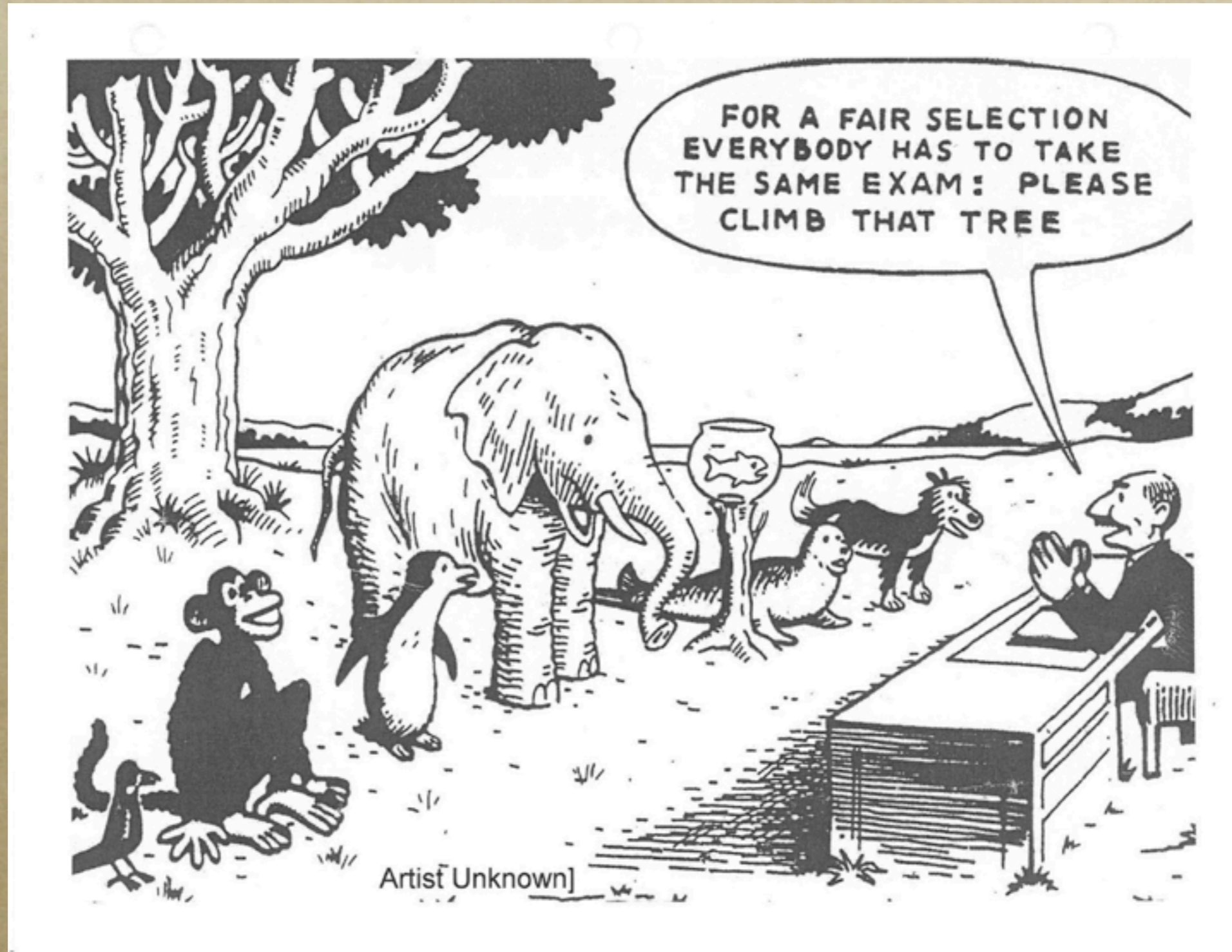


What Differentiation Isn't...

- *Differentiation is NOT:*
- Grouping students based on abilities
- Giving content in an identical manner
- Expecting more from a 'more advanced' learner
- Expecting less from a 'struggling' learner



What to Avoid...



Differentiation IS...

- Proactively planning for all students and their learning styles
- Focused on higher quality learning
- Student-centered
- A mixture of whole-class, group and individual instruction
- Responsive teaching instead of 'one size fits all'



https://www.youtube.com/watch?v=EOPe_cJ67No

Agree/Disagree

- Use your *Agree/Disagree* plates to show your opinion about the statements that are said.



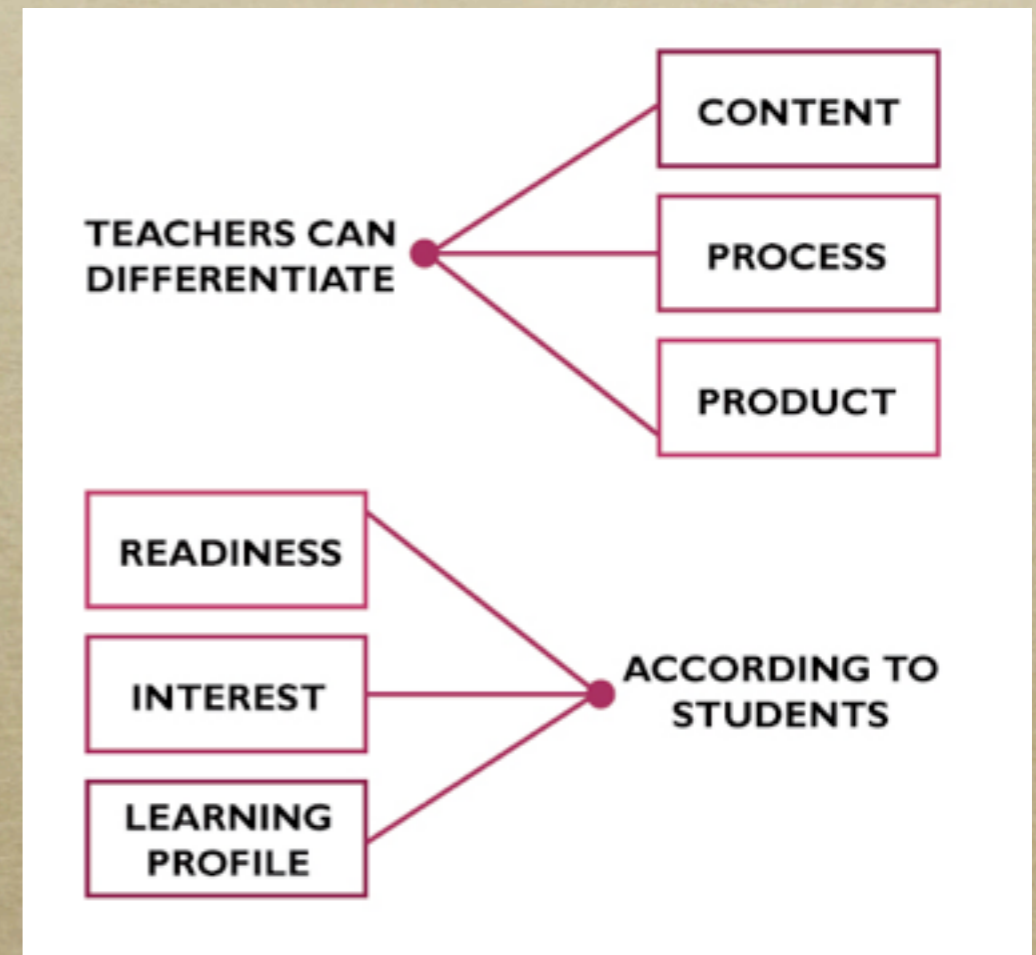
Planning for Differentiation

- You must plan according to:
- Learning styles and skill levels
- Language proficiency
- Background experiences
- Interests and motivation
- Social and emotional development



Why Learning Accessibility is Vital...

- Students need the chance to show they understand in a way that works best for them
- Teachers must facilitate learning as all students have a unique way of learning
- Remember, there is never a single method of accomplishing something



In Groups of 2-3...

- Build the tallest tower using only the straws and tape that were provided to your group.



Ideas for Differentiated Instruction

- Create a Learning Assessment Profile (LAP) for each of your students
- Vary the pace and method of instruction (visual, auditory, reading/writing, kinaesthetic, etc.)
- Create independent study opportunities with alternative assignments

- Do you learn best with noise? Quiet?
- Do you learn best around movement? Stillness?
- Are you visual/auditory/kinesthetic?
- What are your strongest Intelligences?
- Do you like lots of light? Low light?
- Do you like to work in groups? Alone? In pairs?
- Are you creative? Practical? Analytical?

Ideas for Differentiated Instruction

- Use varied texts and organizers
- Create learning centers with small group instruction
- Tier activities with moderate challenges and extensions
- Use problem-based learning
- Use project-based learning with cooperative or independent tasks

What is Tiered Instruction?

Teachers use tiered activities so that *all students focus on essential understandings and skills but at different levels of complexity, abstractness, and open-endedness.*

By keeping the focus of the activity the same, but providing **routes of access** at varying degrees of difficulty, the teacher maximizes the likelihood that:

- 1) each student comes away with **pivotal skills & understandings**
- 2) each student is appropriately challenged.



Assessment and Evaluation Strategies



VISUAL

Advertisement
Collage
Poster
Flow chart
Venn diagram
Painting
Map
Video
Story map
Timeline



AUDITORY

Audiotape
News broadcast
Speech
Debate
Lecture
Group discussion
Interview
Round table
discussion
Book review
Teach others



WRITTEN

Book report
Letter
Poetry
Research paper
Story
Checklist
Journal
Essay
Newsletter
Survey



KINESTHETIC

A model
Performance of a dance
or skit
Sculpture
Mobile
Diorama
Dramatization
Experiment
Pantomime
Role play
Display

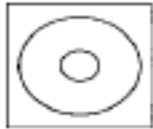

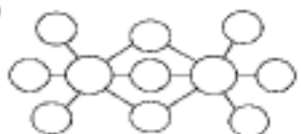

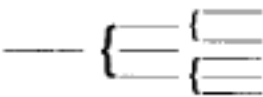
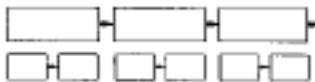
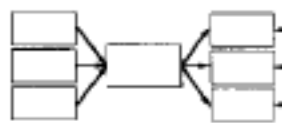

Agree/Disagree

- I have attempted to differentiate lessons for my students.



Words to Teach and Live By...

- If children do not learn the way we teach them, then we must teach them the way they learn!

Questions from Texts, Teachers and Tests	Thinking Processes	Thinking Maps as Tools
How are you defining this thing or idea? What is the context? What is your frame of reference?	DEFINING IN CONTEXT	Circle Map 
How are you describing this thing? Which adjectives would best describe this thing?	DESCRIBING QUALITIES	Bubble Map 
What are the similar and different qualities of these things? Which qualities do you value most? Why?	COMPARING and CONTRASTING	Double Bubble Map 
What are the main ideas, supporting ideas, and details in this information?	CLASSIFYING	Tree Map 
What are the component parts and subparts of this whole physical object?	PART-WHOLE	Brace Map 
What happened? What is the sequence of events? What are the substages?	SEQUENCING	Flow Map 
What are the causes and effects of this event? What might happen next?	CAUSE and EFFECT	Multi-Flow Map 
What is the analogy being used? What is the guiding metaphor?	SEEING ANALOGIES	Bridge Map 

Why should we differentiate instruction?

- It allows teachers to respond to individual student differences
- It is less stressful for the students to perform
- It can develop learner autonomy
- It enables students to experience success which lowers student and teacher frustration levels



https://www.youtube.com/watch?v=Nr1lLrzy_eI

Line Stepping

- Step on the line if the statement applies to you.



Closing Remarks - Learning Goal Recap

- Take 5 minutes to identify two differentiation strategies you will use within two weeks in your class(es)
- Write these strategies on your cue card sections in your duo-tang
- Discuss with a partner why you selected these two strategies and how you might implement them in class

