

How to Manage Differentiated Instruction

Rhonda Bondie, Ph.D., rhonda.bondie@gmail.com Twitter: @RhondaBondie1

Akane Zusho, Ph.D. zusho@fordham.edu

All Learners Learning Every Day Website <http://alled.org>

Differentiated Instruction

I think that I know	Questions that I have

Revisit this chart as you learn more.



Confirmed

~~**Cross Out**~~



Question

Add

Place a check next to things that are confirmed.

Cross out things that you no longer think or question.

Place a question mark next to things that you would like to find out more about.

Add new ideas.

Dilemmas of Difference in Class

Top eight dilemmas of differences that teachers respond to on their feet to ensure that all learners are learning every day.

1. Five students came in late from a field trip to class. The teacher is halfway through a mini-lesson. How can the teacher ensure that all students meet the day's objectives?
2. Some students are bored because they have mastered the skills and concepts being reviewed. Yet, some students need more practice. All students will be required to pass a common test, so how can everyone be challenged without a lot of extra planning or totally different activities?
1. The teacher is moving the students through a well-planned lesson. The pace is quick and engaging for most students. However, some students got lost early on and have "checked-out". How can the teacher reengage those who are lost, keep the others moving forward, and finish before the end of the period?
2. The teacher is modeling how to complete a complex task one piece at a time. While the support is really helpful, most students are just mindlessly copying and waiting for the teacher to model the next part. How can the teacher provide support and foster student independence and thinking?
3. The students enjoying working in small groups. Some students are working independently, some students are talking, and many students are waiting for the teacher to come around and give directions. The teacher is repeating the same directions for each small group. How can the teacher make the group learning more student-driven?

Fill in the remaining top three dilemmas.

- 4.
- 5.
- 6.

Why differentiation?

"Certain motivational states interfere with learning. Two adverse conditions are especially dangerous: anxiety and boredom. Anxiety occurs primarily when teachers expect too much from students; boredom occurs when teachers expect too little. When curricular expectations are out of sync with students' abilities, not only does motivation decrease, but also achievement."

--*Talented Teenagers* by Csikszentmihalyi, Rathunde, Whalen



How Differentiation Begins

Differentiated Instruction begins when teachers perceive *student diversity that will either **strengthen** or **pose challenges*** for effective and efficient learning. Teachers respond through differentiated instruction that will either leverage student strengths to facilitate learning or eliminate a challenge that would impede learning.

*Examples of diverse student **strengths** that **can facilitate** learning:*

- *multiple perspectives*
- *variety of interests*
- *ways of learning*
- *communication skills: drawing, building, speaking, moving, writing, speaking multiple languages*
- *leader and supporter preferences*
- *logical and creative thinking*
- *spatial and sequential organization skills*

*Examples of diverse **challenges** that **often impede** learning:*

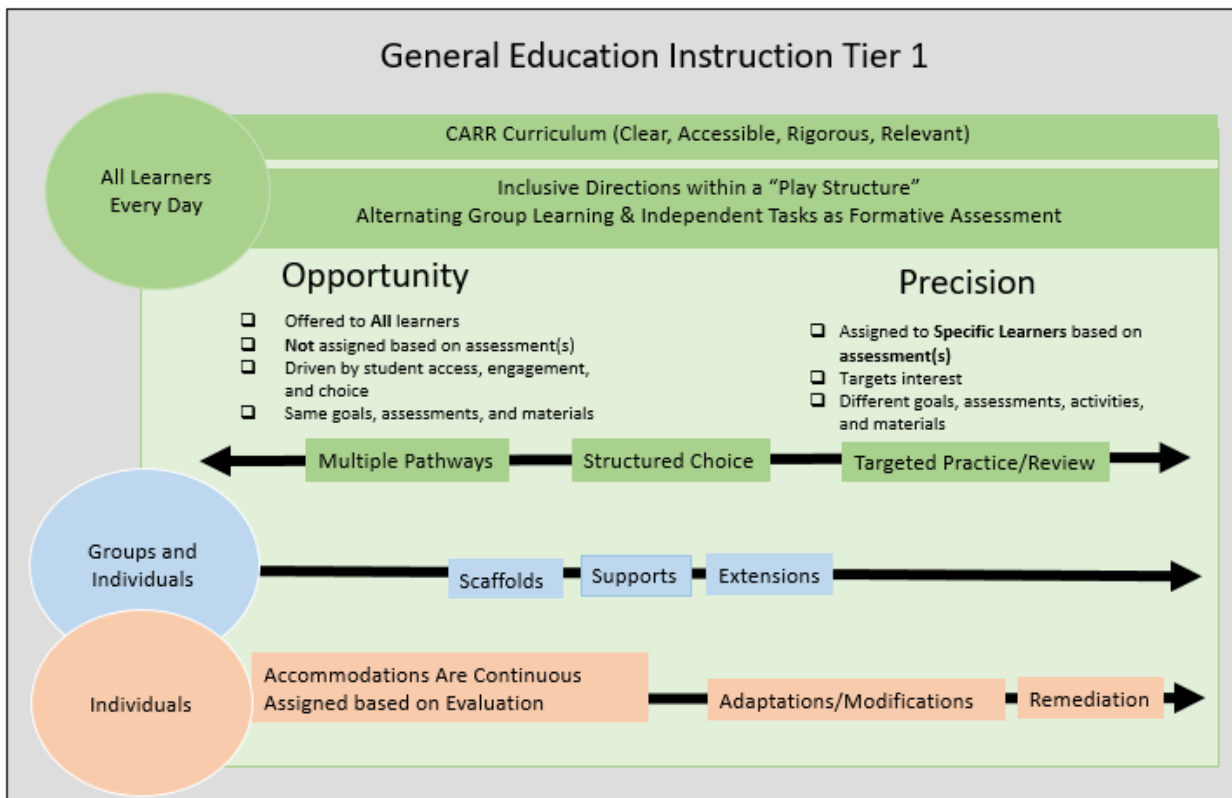
- *low reading levels*
- *missing background knowledge*
- *unknown vocabulary*
- *needed sequential thinking skills*
- *weak basic skills (math, reading, writing)*
- *misconceptions or missing procedural knowledge*
- *unfamiliar interpersonal skills*

Differentiated instruction is usually based on data from small focused assessments designed to make visible strengths and challenges so that teachers can provide precise instruction for all learners. Students monitor their progress toward goals so that they understand why they are working on specific learning tasks. Most differentiated instructional responses should be based in classroom routines and structures that are known to students and easily sustained by teachers. The more precise the teacher’s response to student instructional strengths and needs the more likely the differentiated instruction will lead to *both efficient and effective learning*.

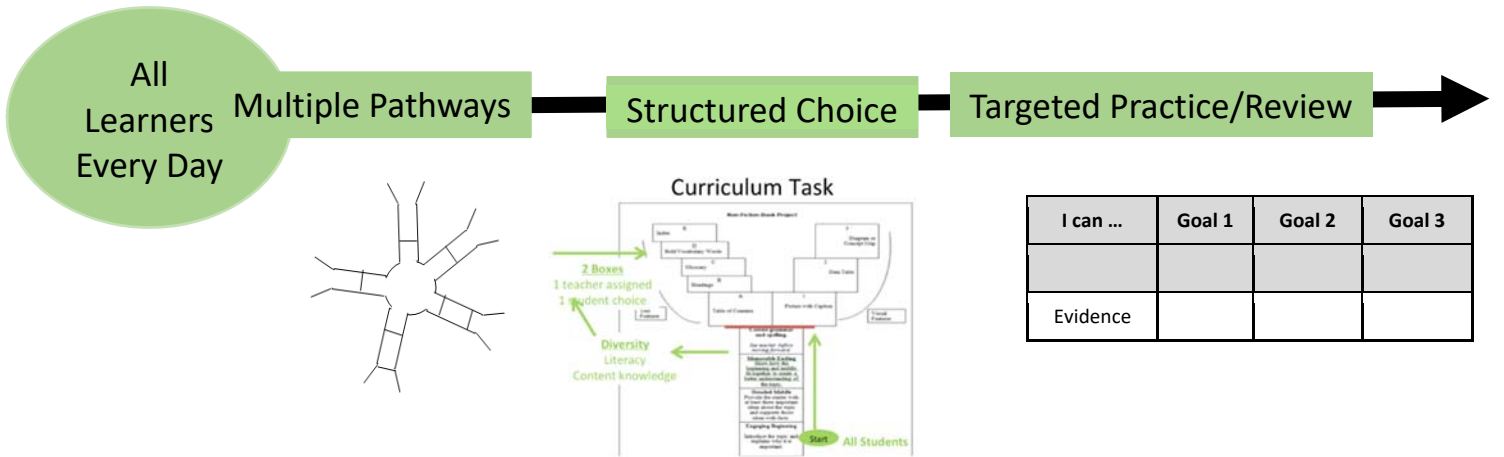
Definition of Differentiated Instruction

Differentiated instruction is a continuous decision making process; where teachers listen and look for academic diversity *that will either strengthen or impede* effective learning and then tailor instruction to ensure clarity, access, rigor, and relevance for all learners. When teachers differentiate instruction the classroom culture supports student feelings of autonomy, belonging, competence, and meaning in their learning. The decision-making process and implementation of differentiated instruction is supported and sustained through the process of self-regulation.

All Learners Learning Every Day: A Framework for Differentiated Instruction



Learners Learning Every Day: A Framework for Differentiated Instruction



Part of Daily Instruction

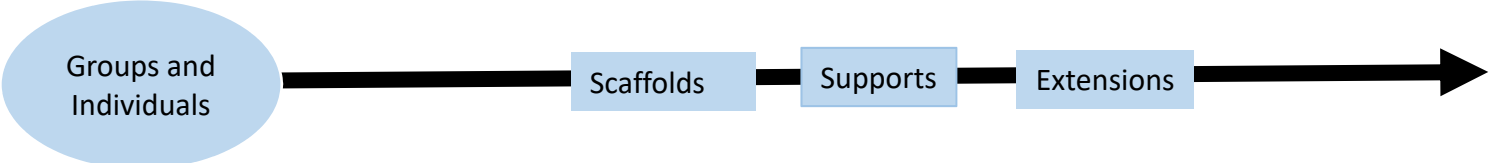
Multiple Pathways - provide *multiple means* of representation of the ideas, processes for learning, and performances to demonstrate learning.

Structured Choice – assign required tasks and provide students an opportunity to choose additional tasks to complete an assignment. For example, “Complete five questions, the first two are required, then choose three additional questions.”

Targeted Practice - provide time for students to repeat assignments for fluency, review material, acquire missing skills, and extend skills on a regular basis. For example, on “Mastery Monday” students use handouts from the previous week to complete missing assignments, practice challenging assignments, repeat an assignment to increase automaticity, and/or complete an extension assignment during the opening “Do Now” activity.

Make Plans for an upcoming unit

Multiple Pathways	Structured Choice	Targeted Practice



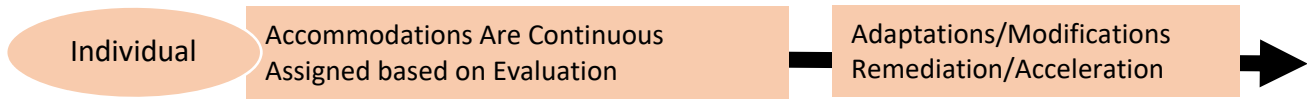
Scaffolds – provide structures that enable students to learn new content without attending to all parts of a task at the same time. Students practice the task using the scaffold. To remove the scaffold, students alternate between prompts that provide the scaffold and tasks the student completes, until the student can make the scaffold independently and then complete the task with or without the scaffold.

Supports – provide structures that enable students to learn new content without being hampered by learning challenges. The learning challenges will be addressed in another lesson. Often learning challenges are addresses when the content of the lesson is a review for the student. When the content or material of the lesson is new to the student, providing supports for learning challenges enables the student to focus on acquiring the new information, skills, and understanding. *Can be an accommodation.*

Extensions – provide stretch for students who have mastered the objectives being taught in a lesson, but activities relate to current learning goals. *Can be an accommodation.*

Learning Goal or Task	
Parts that make up the task Is the sequence of parts important? *Star the hardest part where students struggle.	
Scaffold (graphic organizer, feedback, modeling, response guides, etc.)	

Student Need	Instructional Strategy	Supports	Extensions
<i>Problem Solving (answering questions)</i>	<i>Identifying known and unknown variables</i>	<i>Circling key words and values Ask extension questions (clarify)</i>	<i>Provide different types of problems that ramp up difficulty</i>



Remediation/Acceleration – continue to work on objectives from previous units that have not been mastered while moving forward into the next unit. Seek to develop missing skills, knowledge, and understanding that are necessary to progress in learning. *Can be a modification.*

Accommodations vs. Modifications

Accommodations do not reduce learning expectations. They provide access. However, modifications refer to practices that change, lower, or reduce learning expectations.

Modifications can increase the gap between the achievement of children with disabilities, including ELLs with disabilities, and expectations for proficiency at a particular grade level. Examples of modifications include:

- Requiring a child to learn less material (e.g., fewer objectives, shorter units or lessons, fewer pages or problems).
- Reducing assignments and assessments so a child only needs to complete the easiest problems or items.
- Using an accommodation that invalidates what is being measured by the assessment.
- Revising assignments or assessments to make them easier (e.g., crossing out half of the response choices on a multiple-choice test so that a child only has to pick from two options instead of four).

Providing modifications to children during classroom instruction and/or classroom assessments may have the unintended consequence of reducing their opportunity to learn critical content. If children have not had access to critical, assessed content, they may be at risk for not meeting graduation requirements. Providing a child with a modification during a state accountability assessment may constitute a test irregularity and may result in an investigation into the school's or district's testing practices.

Categories of Accommodations

Accommodations are commonly categorized in four ways: presentation, response, setting, and timing and scheduling.

Presentation Accommodations – change how an assignment or assessment is given to a child. These include alternate modes of access which may be auditory, multisensory, tactile, or visual.

Response Accommodations – allow children to complete assignments, assessments, and activities in different ways (alternate format or procedure) or to solve or organize problems using some type of assistive device or organizer.

Timing/Scheduling Accommodations – increase the allowable length of time to complete an assignment or assessment, or change the way the time is organized for an assignment or assessment.

Setting Accommodations – change the location in which an assignment or assessment is given or the conditions of the setting.

Ohio Department of Education (2011). *Accommodations Manual*. Columbus, OH.

Nine Types of Adaptions/Modifications

Input	Output	Time
<p>Adapt the way instruction is delivered to the learner.</p> <p><i>For example:</i> Use different visual aids; plan more concrete examples; provide hands-on activities; place students in cooperative groups.</p>	<p>Adapt how the learner can respond to instruction</p> <p><i>For example:</i> Allow a verbal vs. written response; use a communication book for students; allow students to show knowledge with hands-on materials.</p>	<p>Adapt the time allotted and allowed for learning, task completion or testing.</p> <p><i>For example:</i> Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.</p>
Difficulty	Level of Support	Size
<p>Adapt the skill level, problem type, or the rules on how the learner may approach the work.</p> <p><i>For example:</i> Allow a calculator for math problems; simplify task directions; change rules to accommodate learner needs.</p>	<p>Increase the amount of personal assistance with specific learner.</p> <p><i>For example:</i> Assign peer buddies, teaching assistants, or peer tutors.</p>	<p>Adapt the number of items that the learner is expected to learn or compete.</p> <p><i>For example:</i> Reduce the number of terms a learner must learn at any one time.</p>
Degree of Participation	Alternate Goals	Substitute Curriculum
<p>Adapt the extent to which a learner is actively involved in the task.</p> <p><i>For example:</i> Student holds materials or takes pictures or student observes.</p>	<p>Adapt the goals or outcome expectations while using the same materials.</p> <p><i>For example:</i> Student works toward goal from previous unit or grade level.</p>	<p>Provide the different instruction and materials to meet a learner's individual goals.</p> <p><i>For example:</i> Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.</p>

From: Ebeling, D.G. , Ed.D., Deschenes, C., M.Ed., & Sprague, J., Ph.D. (1994). *Adapting curriculum and instruction*. The Center for School and Community Integration, Institute for the Study of Developmental Disabilities.

Finish the Chart Planner

How teachers respond	Used with	Why use this	Examples
Supports	New content	provide structures that enable students to learn <i>new content</i> without being hampered by learning challenges. The learning challenges will be addressed in a lesson that reviews content.	highlighted text, calculator, recording of text, truncated assignment, guided practice
Extensions	New Content Review content	provide stretch for students who have <i>mastered the objectives</i> being taught in a lesson.	comparison project, additional sources to use, quicker speed, pursue a further interest through another text or problem set, a broader research project
Remediation	Review content	continue to work on objectives from <i>previous</i> units that have not been mastered while moving forward into the next unit.	mini-lessons in small group, class work or homework limited new content add review content, peer tutoring outside of class time, individualized computer programs, conferencing/tutoring with teacher
Multiple Pathways	New Content Review content	provide <i>multiple means</i> of representation of the ideas, processes for learning, and performances to demonstrate learning.	offer choice within an assignment, represent topic or content through different modalities, encourage demonstration of knowledge through multiple communication means (writing, speaking, drawing, building, and moving)
Structured Choice	New Content Review content	provide	
Targeted Practice	New Content Review content	provide	

Traction Planner: Building from Strengths

Research suggests that "...what students already know about the content is one of the strongest indicators of how well they will learn new information relative to the content."

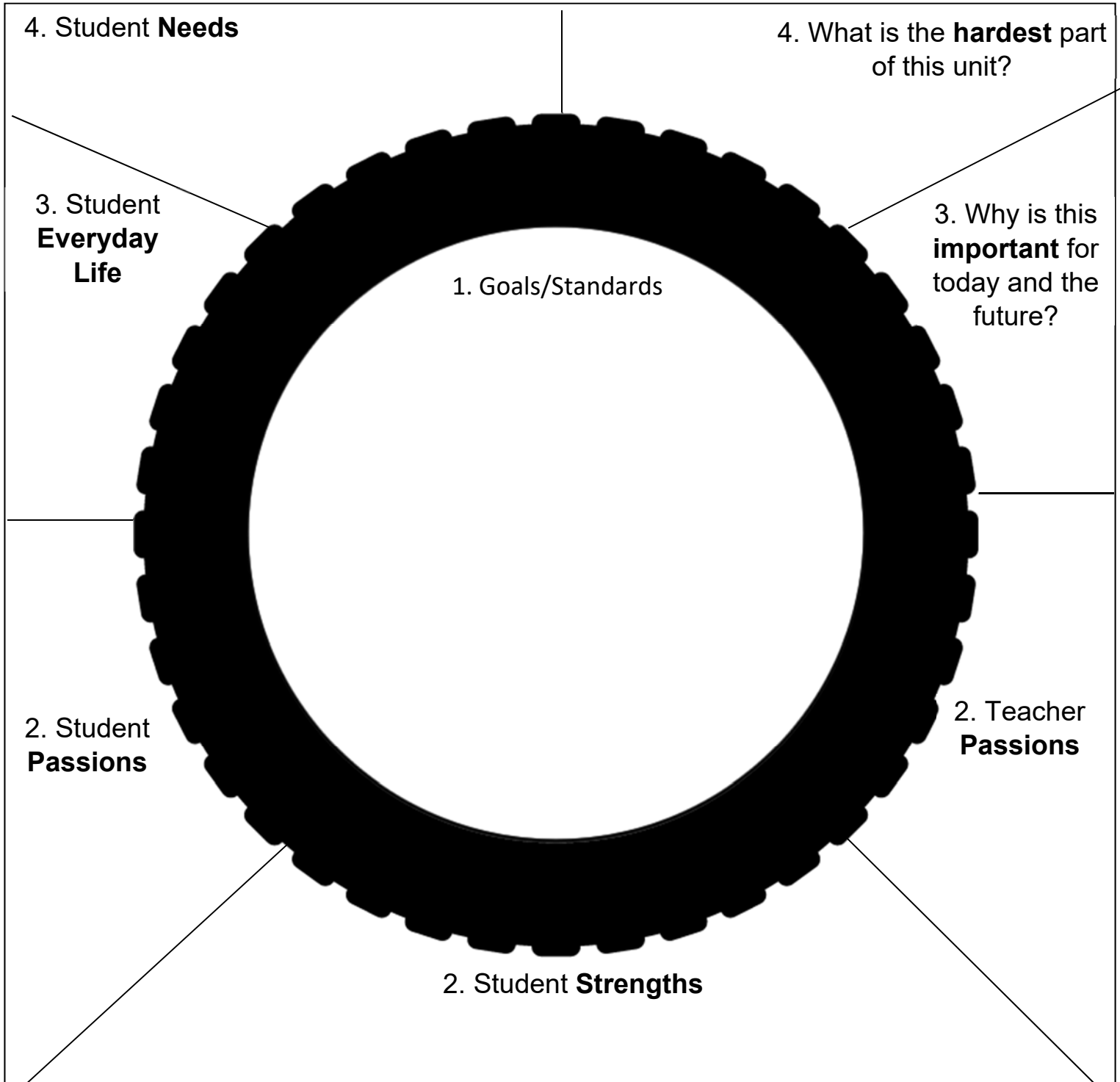
Marzano, R. (2004). Building Background knowledge for Academic Achievement: Research on What Works in Schools. Alexandria, VA: Association for Supervision and Curriculum Development. p. 1

This planner is designed to focus our attention to the strengths that **students and teachers** bring to a unit of study. By rooting the new learning of a unit in strengths learners begin with something that they can use to gain traction toward the new goals.

To use this planner:

1. Identify the goals for the unit of study; the core understanding, knowledge, and skills that students will learn.
2. Build new learning from a base of student strengths, and student and teacher passion related to the goals of the unit of study.
3. Consider connections from the goals of the unit to student everyday life and the importance of this topic for both now and the future.
4. Identify student needs and learning the hardest part of the unit. Use the information from 2. And 3. to support student needs and the learning of hardest part of the unit.

Unit Title: _____



Access: Multiple Entry Points

Each entry point requires students to use a combination of their intelligences but has a different emphasis. These questions suggest that there are several different ways to demonstrate and articulate an understanding of every topic that we teach.

A teacher may use entry points to guide the explanation of a topic to students, maybe using a definition, diagram, story, experiment, and sequence of events. During each review, the example or explanation of a concept is changed using a different entry point until the learners understand. This might happen in a few minutes in a discussion or might take several days.

Sample Entry Point Reflection Questions

<p>1 What is the story of _____? (Narrative)</p>	<p>2 How can I measure or quantify the parts of this or the consequences of this? (Quantitative)</p>	<p>3 What does this remind me of? What other _____ is this like? Why is this important? Who would care about this from the past, today, and in the future? (Foundational)</p>
<p>4 Create something that shows what you know about this topic by drawing, speaking, moving, building, or writing. (Experiential)</p>	<p>5 If _____ changed then what might happen? How does this compare to _____? (Logical)</p>	<p>6 How is this put together? What are the parts and why are they arranged in this way? (Aesthetic)</p>
	<p>7 Who could I talk with to learn more about this topic? (Collaborative)</p>	

Note: By numbering the topics in the chart, students can easily be **grouped**

1. together by the number of the question that they answered.
2. so that each group has at least one person who answered each question.

These questions take very little preparation time for the teacher or students to create. A chart of questions creates a tool to organize groups students by interest or by challenges or can be used by individual students to guide inquiry. These questions will both activate prior knowledge and further thinking on the new topic in order to ignite the curiosity needed to motivate learning.

Gardner's Entry Point Approach

Howard Gardner, in *The Unschooled Mind*, describes entry points as different ways a teacher can approach a topic so that students, regardless of their unique blends of intelligences, experiences, and interests, can find ways to become involved with content. He describes the topic of study as a room with several doorways through which to enter.

The **narrative** entry point allows access to a topic using a story or narrative related to the concept (e.g., the story of the light bulb's invention; the story of the how the speed of light was first measured).

The **quantitative** entry point employs numerical methods and considerations to understand the topic (e.g., measuring the brightness of light).

The **logical** entry point invites deductive reasoning, an if/then perspective (e.g., comparing the reflective indices of different materials).

The **foundational** entry point considers the philosophical aspects of the concept (e.g., considering questions such as "Does electric light improve people's lives? Why is light used as a symbol in so many religions? Could life exist without light?").

The **aesthetic** entry point emphasizes appreciation of the topic's properties through beauty, forms, and relationships (e.g., reflecting on ways different colored lighting affects how audiences respond to dramatic scenes; experimenting with polar filters to make a work of art).

The **experiential** entry point invites an approach to a concept through hands-on investigations (e.g., finding a method to bend light; separating the different wavelengths of light using a prism; examining the dilation of the pupil when light levels change).

The **social entry** point allows access to a topic through a social experience (e.g., working collaboratively to design and present a light demonstration; teaching others about light through demonstrations and posters).

Adapted from The Project Zero Classroom, (© 1999 Harvard College (on behalf of Project Zero

Curriculum Material Selection informed by MI Theory

Topic: _____ **Understanding Goal:** _____

Entry Point	Possible Materials
The <i>narrative</i> entry point allows access to a topic using a story or narrative related to the concept	letters, articles, books, art, photography, posters
The <i>quantitative</i> entry point employs numerical methods	charts, graphs, formulas, measurements, measuring tools, maps
The <i>logical</i> entry point invites deductive reasoning	ethical problems, clues, conflicting evidence
The <i>foundational</i> entry point considers the philosophical aspects of the concept	examples from different time periods, noting of patterns found in evidence, identifying the purpose or roles
The <i>aesthetic</i> entry point emphasizes appreciation of the topic's properties through beauty, forms, and relationships	poems, art, dance, drama, nature, maps
The <i>experiential</i> entry point invites an approach to a concept through hands-on investigations	acting out play/interview/log/diary, physical representation, testing an idea, simulation, internship/field trip
The <i>social entry</i> point allows access to a topic through a social experience. Use activities with any materials.	discussion, team work, play specific roles, peer feedback

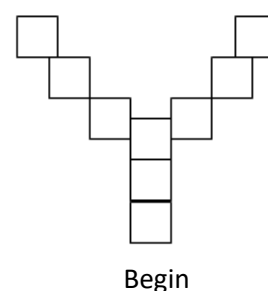
What is Structured Learning Choices?

Structured Learning Choices are visible paths to learning where students master curricular goals through a combination of tasks assigned by teachers and selected by students.

Structured Learning Choices are:

- **effective** because both the learning goals and the process for achieving the goals are visible to both teachers and students.
- **efficient** for differentiating instruction because supports and extensions are available to all students through the learning choices.

For example, the figure the right might be a learning path to complete a project, each box represents one task or piece of the project. All students will complete a total of seven tasks. To begin, all students would complete the first three tasks. Then the teacher assigns each student one of the three choices from both branches and students select one task from each branch. All students have completed the same first three tasks, the fourth and fifth task was differentiated by teacher assignment, and the sixth and seventh was differentiated by student interest. Early finishers might select an additional task from either branch.



Easy Management of Differentiated Instruction

Arrangement and directions for completion of the learning choices are keys to providing students with clear learning goals and supports and extensions.

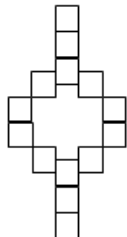


Figure 1

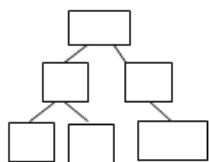


Figure 2

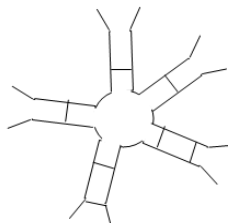


Figure 3

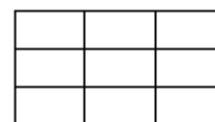


Figure 4

The five different arrangements of learning choices above clearly show a structure for differentiated instruction. In Figure 1 there are core concepts, skills, or tasks that everyone must complete. The students branch off for in depth learning, perhaps choosing a specific topic within a unit. Then students come back together, probably sharing their in depth learning and connecting ideas back to the core tasks from the beginning.

The teacher may assign students complete a Tic-Tac-Toe that crosses the middle square, putting an essential assignment in the middle. In the example above, the teacher assigned the four corners, if there are four required tasks and then students can choose one other task to create a Tic-Tac-Toe.

Consider arranging the choices by:

- Form – type of finished product
- Purpose of task – to persuade, inform, or model
- Skills used
- Communication method used: drawing, writing, building, speaking or moving
- Vocabulary and background knowledge used or developed
- Audience

- Interaction with other people or resources to complete task
- Topic
- Size of project

Consider directions for completing choice board:

- Required choices (for example a tic-tac-toe must cross the center square)
- Free choice
- Number of choices and size of tasks in relation to available time and resources
- Some choices being giving or receiving feedback to peers as requirements
- Stops to check in with the teacher
- “Go Back” squares, that require students to return and reflect on a previous task.
- Arrows that demonstrate that learning is not always a forward moving linear process, so chances to go back and revise, practice, and connect previous ideas to new tasks.
- Rules to foster students making choices that extend their skills.

Structured learning choices **do not** require students to work in small groups or complete different assignments. Learning choices may include feedback from a peer or working in a small group to put completed tasks together to create a final product, but group work is not necessary.

Why is this important?

Intrinsic motivation leads to higher achievement. Structured Learning Choices are welcoming to students, they invite students to persist and pursue learning independently. The visual arrangement communicates with clarity the learning goals and process for achieving the goals and an expectation of both diversity and achievement for all students.

Opportunities for Learners

- Provides multiple opportunities to purposefully use knowledge to develop expertise.
- Deepens understanding and develop content knowledge and skills through self reflection and offering feedback to others.
- Encourages self-direction, focused on the relationship between effort and achievement.
- Enables students to bring diverse backgrounds and experiences meaningfully into the study of the established curriculum.
- Breaks down large tasks into smaller accomplishable steps.

Opportunities for Teachers

- Enables teachers to value learner diversity within the established curriculum.
- Provides a method to manage multiple and ongoing learning opportunities.
- Shares responsibility for learner growth with the learners.
- Offers challenge, support, and fun while learning.
- Gives a structure for encouraging exploration in depth of specific topics.
- Creates extension opportunities for learners that do not require additional planning for the teacher.

What does Structured Learning Choice look like?

Structured Learning Choices may be useful at any time during a unit. For example:

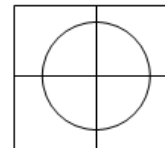
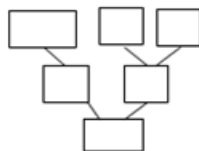
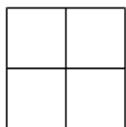
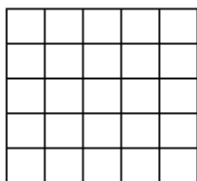
- Ongoing homework assignments such as vocabulary development and spelling practice.
- Multiple projects on a single topic to deepen understanding (possible using different communication methods or focusing on different perspectives).
- Break down large projects into smaller tasks.
- Review problems or vocabulary for a unit
- Do Now or warm-up activities

Structured Learning Choice can be used in all subject areas. For example, a PE teacher uses *Structured Learning Choices* for students to determine what combination of exercises can be used to burn the calories of one of the foods that students eat during lunch for a warm-up activity. In this case, the *Learning Choice Assignment* was displayed on the wall as a bulletin board.

There are unlimited opportunities and ways to use structured learning choice to achieve curricular goals.

Guiding Questions for choosing a place to begin include:

- Think about a familiar unit of study and examine the possible arrangements below. Can you think of a way that structured learning choice would lead to efficient and effective learning in the unit?
- What is the toughest unit for students? How could structured learning choice be used to support the hardest parts of a unit?
- What are the interests and talents of my students, how can structured learning choice make those interests and talents assets in learning the established curriculum?



Allow students

to create the tasks for *Structured Learning Choice Assignments*. Once students





understand the process and the variety of possible assignments, then students can create *Structured Learning Choice Assignments* to review units or to introduce new units as an extension activity or homework assignment. Students take great pleasure in watching their classmates complete the tasks that they designed

Write Inclusive Directions and Build a Group Learning Routine (Optional)

Build a Group Learning Routine

The routine has a “play structure” to foster self-regulation. Begin with the purpose or the goal of the routine, then determine how the learner will know their starting position (with the content being discussed, where they should be in the room, and who should go first in the group). Usually the starting position is done as individuals to prepare for the group learning. The gathering place and first turn can be said in the directions after the starting position with the content is completed. During the action process and at the end on the return to the starting position, learners should use quality criteria to stretch their thinking and improve their performance.

Write the directions said during the group learning routine:

			
<input type="checkbox"/> Gather <input type="checkbox"/> Help <input type="checkbox"/> Collaborate	With Topic	Roles	Must Haves
	In Room In Group	Turns	
		Rules	
		Time	

Write the directions said:



Group Learning

Use a play structure to foster student autonomy in group learning:

Goal Stated (to find, help, or collaborate)

Evaluation criteria

Action (Inclusive Directions: Roles, Turns, Rules, and Time)

Return & Reflect – consider position in relation to the goal

Starting place is clear (content, place in room, place in group),
students are prepared prior to forming group, can compare ending
position to initial thoughts.

Note: Teacher's roles should be observer and listener during group learning – not managing, facilitating, or giving directions. Group learning is a living formative assessment, so teachers use group learning as a means to collect information on student learning from individuals and small groups. to think about patterns and specific needs, and then, to tailor instruction accordingly.

1. Prepare for Group Learning by defining:

Prepare	Independent Tasks	Group Learning	Table Talk
Where (physically in room)			
How (behaviors during the process)			
Supports (getting help)			
+			
+			

+ Add any other structures that are needed.

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Think Talk Open Exchange

Instructional Goal: Share with others and gain feedback by finding similarities and differences

Strengths of this routine:

- + Talk part is not-threatening so students are inclined to participate.
- + Students can efficiently clarify confusions, correct homework, check for understanding, and generate ideas through this routine.

Roles: One Speaker, Two Listeners, One Time keeper (can be the facilitator for the entire group or one of the listeners. It is useful to set a timer so that no one has to watch a clock.)

Turns:

Note: *Whenever a participant's task is **to listen** then the participant **cannot talk**.*

Steps

Starting Position: Initial Thoughts

1. Prepare initial thoughts to share with the group.

Actions: Think - Talk - (repeat) - Open Exchange

1. Determine who is going first in small groups sitting knee to knee and eye to eye.
2. **Think** about your role, speaker, listener.
3. **Talk:** Speaker: describes a question, dilemma, or resonating ideas. Listeners: Two other learners listen without interrupting. No one but the speaker talks during this time period. If the speaker finishes before the time is up then the group uses the extra time to think.
4. **Think:** Everyone takes time to think about what they heard. During think time learners may jot down questions, record connections, patterns, and surprises, and take notes.
5. **Repeat steps 2 – 4** (changing roles so that everyone has a chance to be the Speaker)
6. **Open Exchange:** *Discuss patterns in what was shared. Ask questions to clarify and probe ideas. The only rule is that everyone must both give and take ideas.*

Return

1. Return to the initial thoughts to add, confirm, and change record of thinking based on learning through TTO - annotate changes to make learning visible.

This structure is based on the Micro Lab Protocol from the National School Reform web site.

<http://www.nsrharmony.org/protocol/doc/microlabs.pdf>

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Create a Group Learning Routine – Using the “Play Structure”

Title of Activity	
Goal <input type="checkbox"/> Find <input type="checkbox"/> Help <input type="checkbox"/> Collaborate	
Starting Position	Topic
Ending Position	Grouping
	Location in the Room
Action Pattern	Roles
	Turns
	Rules
	Time
Criteria Must Haves and Amazing	
Return to Starting Position to Reflect – Revise- Notice Changes and Continuous Thinking	

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Group Learning Rubric

Directions: Before group learning: Choose one criteria that you plan to work on in today's discussions and place a check next to the row. Determine what actions you will take to accomplish this goal. After the discussion circle the description that best describes your actions. Provide evidence of what makes you circle that description.

	Needs Practice	Have Parts	You've Got It All
Listening	I can't remember anything anyone said.	I can remember most of my group members' comments, but I didn't really think about what they said.	I can summarize what each person said and make connections between what was said and things we are learning.
Speaking	I didn't confirm or contribute or exchange ideas.	I spoke my ideas, but was too quiet for my group to hear me.	I exchanged ideas with my group loudly and clearly.
Vocabulary	I did not use specific vocabulary.	I used vocabulary, but I didn't really know what the words meant.	I used the vocabulary to describe what I was talking about.
Thinking	I didn't really think about what was said in my group.	I can identify patterns among my group members thinking.	I can identify patterns among group members thinking and the topic we are learning.

Set Goals and Monitor Your Progress

Circle your goal for this learning target, Meet or Exceed. During our elbow partner exchanges, complete the tasks and ask two different elbow partners to verify your mastery level. Using feedback from your partners, determine the criteria that you currently meet. Place a check next to the criteria and then **finally**, check your current mastery of this learning target.

Learning Targets:	Pre-requisite (Before you start)	Criteria to Meet	Criteria to Exceed
<p><u>What I need to learn:</u> 11) Writing Linear Equations</p> <p>Finally:</p> <p><input type="checkbox"/> Not Yet <input type="checkbox"/> Approaching <input type="checkbox"/> Meet <input type="checkbox"/> Exceed</p>	<p><input type="checkbox"/> Know how to find slope.</p> <p><input type="checkbox"/> Know how to find b.</p> <p><i>Sign-up for an expert appointment to learn these things.</i></p>	<p><input type="checkbox"/> Explain using words, pictures, and numbers what slope and the y-intercept are.</p> <p><input type="checkbox"/> Show how to write an equation from two points.</p> <p><input type="checkbox"/> Show how to write an equation from slope and a point.</p>	<p><input type="checkbox"/> Explain using words, pictures, and numbers to two partners a linear equation.</p> <p><input type="checkbox"/> Explain the connection between a linear equation and its graph.</p>
Vocabulary to use: Linear Equation • Slope • Y-intercept • Coordinate • Coordinate Plane •			
Feedback from my partners:			

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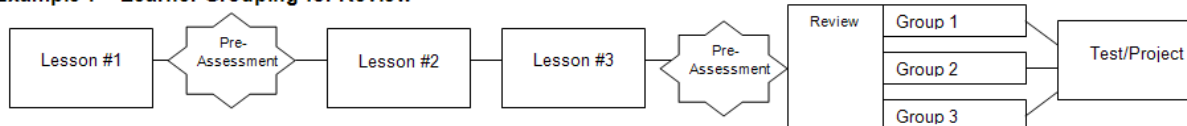
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Examples of Differentiated Instruction

What does supports, extensions, and remediation look like in the flow of teaching and learning?

There are many teachers respond through differentiated instruction to the diverse learning needs of students. The four examples that follow highlight structures that are commonly used to increase precision in teaching resulting in efficient and effective learning.

Example 1 – Learner Grouping for Review



A typical “whole class” review or “going over” problems or homework with the entire class together often results in very few opportunities for students to think. Often, time does not permit the teacher to go over every problem so students end up taking the problems home to study that they do not understand. One way to avoid these problems is to group students for review by the learning goals that they need to review. In this example, all student receive the same review assignment, but students will be grouped by the learning goal that the need to review. The teacher will visit each group during the review lesson to share a mini lesson on the needed learning goal and review assignments related to the goal. Students continue to work on the review assignment until the teacher comes to their group.

What if my room is too small to move students into different groups?

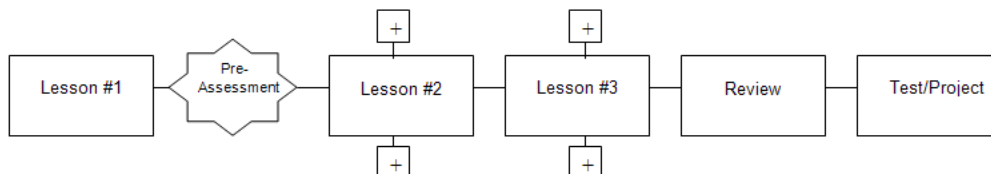
When there isn’t time to move students into groups or the room is too small then there are many options other than moving students into different groups.

Possible Options:

1. *Teacher circulates:* Teachers write different independent practice assignments related to specific learning goals on the board. Students are assigned or choose the assignment that they need to work on and begin while staying in their seats. There will be students working on different assignments in each group. The teacher circulates among the students to assist and offer feedback.
2. *Teacher gathers small groups of students at a table or area for short mini lessons:* All students begin working on independent work at their normal seats. The teacher conducts 15 minute mini-lessons reviewing different topics at a table or area of the room. At the beginning of each mini-lesson, the teacher calls out the topic and students needing to review that topic join the teacher at a table in an area of the room. Students not involved in the mini-lesson continue to work. In between the mini lessons, the teacher circulates around the room assisting students with independent work.

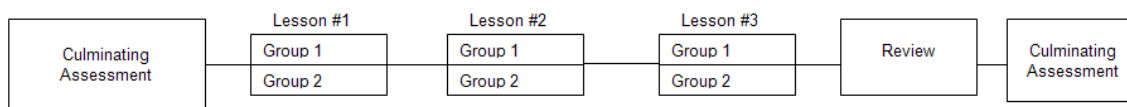
There are ways to work within space and time constraints. Teachers should first decide how students will learn most efficiently and effectively and then devise lesson structures that are sustainable given the space and time constraints. For example, once students are taught the expectations of completing independent practice while mini-lessons are being conducted then this lesson structure can be used at any time when some students need review, remediation, and/or extensions during a lesson.

Example 2 – Adding Supports and Extensions



Example 2 shows a teacher using a pre-assessment to assign supports and extensions for Lessons #2 and #3 then everyone completes the Review and Test/Project. The pre-assessment could be an exit card checking understanding of Lesson #1, a homework assignment from Lesson #1 or a Do Now assignment at the beginning of Lesson #2. The Supports and Extensions are probably different learning materials or activities related to an essential learning goal for the unit. The supports and extensions might include: different types and levels of reading material on a given topic, problems or materials that review a previous unit as supports and problems or materials that provide a different perspective or application of the topic under study as extensions. The teacher is using the same type of supports and extensions for two consecutive lessons. This enables the learners to practice using the supports or extensions and save time in teaching a new routine for the classroom. The supports and extensions in this example stay focused on accomplishing a common goal for all students that will be measured through a test/project. Therefore, it is likely that the expected homework or product for Lessons #2 and #3 will be the same for all students. For example, students may read different texts but they will answer the same five questions with written responses or students may use different graphic organizers to complete a set of problems, but the set of problems would be the same for all students.

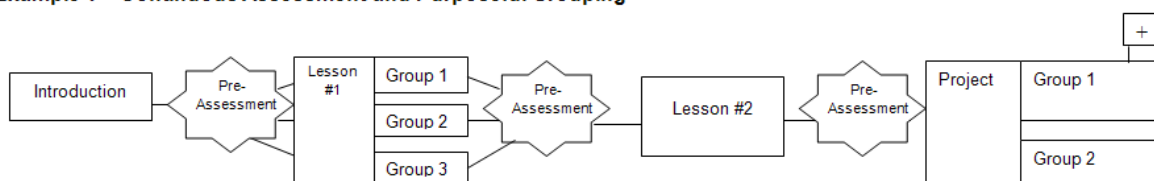
Example 3 – Remediation of Skills from Previous Unit



Example 3 shows a Culminating Assessment from the previous unit serving as a pre-assessment for Lesson #1 of a new unit. Here it appears that the Culminating Assessment revealed that some students need remediation or a review of the previous unit while going forward with the next unit. In this case the teacher divides the students into two groups for three lessons. Group 1 might be both reviewing the previous unit and practicing missing skills while learning the next

unit. Group 2 may be moving on to the next unit and completing a related project. The teacher may have a co-teacher who is working with one group or the teacher may organize the class so that Group 1 is doing independent practice or partner feedback/activities while he/she is teaching Group 2 and then the teacher switches his/her focus to the other group. The teacher and students will know this differentiation was effective if all students succeed on the Culminating Assessment. In this format, the homework assignments for Lessons #1, #2, and #3 are often different.

Example 4 – Continuous Assessment and Purposeful Grouping



Example 4 shows how differentiated instruction becomes part of the everyday flow of teaching and learning. After the Introduction a Pre-Assessment shows that students vary in a way that is important to address through Lesson #1. Perhaps students have different interests in the topic and they will be grouped by interest for Lesson #1. Some students may have misunderstandings of concepts or missing skills that will be needed for Lesson #2. Or students may have different previous learning experiences with the topic that if reviewed in Lesson #1 will make acquiring new information in Lesson #2 easier. There are many different reasons why a teacher may group students in this way following a pre-assessment.

In ***Social Studies*** the groups could be studying deeply the people, places, or events related to a topic and then regrouping students for Lesson #2 to share that background information as everyone learns more about the topic together.

In ***Math***, students might be grouped by ability for Lesson #1 reviewing basic skills with one group related to the topic under study, exploring the topic with another group, and extending the topic with a more complex application or comparing the topic to another topic for students who have already mastered the skills and don't need an additional lesson.

In ***Science*** class each group may have a different research question for the same experiment.

In an ***English Language Arts*** class the groups may be reading texts on different reading levels related to a common theme.

The key here is the differentiation in Lesson #1 enables everyone to engage in Lesson #2. The importance of assessment is highlighted in this example. After Lesson #1 the teacher checks to

make sure that the differentiated instruction was successful with a Pre-Assessment before starting Lesson #2. Then before the Project there is another Pre-Assessment. This assessment may determine interest. The ongoing nature of perceiving student diversity through assessment and then responding to learning needs through differentiated instruction is clear in this flow of teaching and learning.

Notice that the teacher has to provide supports for both Group 1 and Group 2 in the final project. Although students are grouped, there is a range of abilities in the groups and some students will need supports to complete the project. In this case, the demonstration of content knowledge is more important than the type of product students are completing because there are two different projects. For example, some students may be writing a script for a movie while others are making a museum exhibit. Or some students may be making a 3-D model while other students are drawing a concept map. It appears that the teacher may have grouped students by interest or strength to allow students to demonstrate their skills and knowledge. This type of differentiation is useful when revealing content knowledge is the priority for an assignment. This type of differentiation is not recommended if there is a common expectation for a final product that all students must complete, for example, preparing for a standardized test or essay.

These four examples explore differentiated instruction across a series of lessons. The examples begin to show how differentiated instruction is precise and results in effective and efficient learning. Use the additional examples in the resources section to find more ideas on how to use differentiated instruction daily. Post questions about differentiated instruction to receive responses specific to your classroom. Future blogs will address what differentiated instruction looks like within a single lesson and management techniques for differentiated instruction with large class sizes with a wide range of ability levels.

Example Introduction with Differentiated **Content**

Understanding Goal

Civilians often sacrifice and experience hardship during wartime.

Investigative Question

What was life like for women and mothers during wars?

Directions: Choose one primary source to examine and answer the Investigative Question. Sit with a partner who has chosen the same primary source.



Title: Washington, District of Columbia. Tent life of the 31st Penn. Inf. (later, 82d Penn. Inf.) at Queen's farm, vicinity of Fort Slocum (1861) Civil War glass negative collection, Library of Congress.

Title: I have no one to send. [Pictorial envelope]

Civil War Treasures from the New-York Historical Society, [Digital ID: nhnycw/aj aj88004]



Answer the Investigative Question:

With a partner, discuss and then write a five line thought bubble describing the thoughts of this Civil War woman.

Example Introduction with a Differentiated Process

Understanding Goal:

Civilians often sacrifice and experience hardship during wartime.

Investigative Question choices:

1. Is this picture happy or sad? What makes you say that?
2. Who is the most important person in this picture? What makes you say that?
3. What was life like for women and mothers during wars?

Directions: Choose one Investigative Question to answer. Sit with a partner who is answering the same question.



Title: Washington, District of Columbia. Tent life of the 31st Penn. Inf. (later, 82d Penn. Inf.) at Queen's farm, vicinity of Fort Slocum (1861) Civil War glass negative collection, Library of Congress.

Answer the Investigative Question:

With a partner, discuss and then write a five line thought bubble describing the thoughts of this Civil War woman.

Example Introduction with a Differentiated **Product**

Understanding Goal:

Civilians often sacrifice and experience hardship during wartime.

Investigative Question:

What was life like for women and mothers during wars?



Title: Washington, District of Columbia. Tent life of the 31st Penn. Inf. (later, 82d Penn. Inf.) at Queen's farm, vicinity of Fort Slocum (1861) Civil War glass negative collection, Library of Congress.

Choose one of the following task options to answer the Investigative Question:

1. With a partner, discuss and write a five line thought bubble describing the thoughts of this Civil War woman.
2. Based on your analysis of this photograph, write a letter from the point of view of this Civil War woman.
3. Using your notes and other sources, create three other depictions (drawings) of women's experiences during wartime.



through pre and ongoing assessments. What patterns might teachers find that would lead to a specific grouping for instruction?

- Reading level
- Communication Method (strengths and/or area for growth): Drawing, Writing, Building, Moving, Speaking
- Social Group (with friends, not with friends)
- Previous background knowledge
- Interests
- Preferred group role (leader, follower)
- Production Role: (director, stage manager, set design/construction, music, playwright)
- Gender

What types of grouping might be useful to meet instructional needs in the classroom? Brainstorm a list of learner strengths, needs, and interests that could make instruction more precise, effective, and efficient.

Purposeful Grouping

One of the most important tools for differentiating instruction is grouping the learners. Sometimes learners are grouped with similar learning needs, strengths, or interests. At other times learners are placed in diverse groups. The decision of how to group learners is made based on the instructional goal.

Grouping is always purposeful, but never always.

This means that the groups are constantly changing to meet instructional purposes.

Based on pre-assessment data, teachers group students to achieve a specific instructional objective.

Patterns in instructional needs, strengths, and interests are revealed