



The Nuts and Bolts in Understanding Differentiated Instruction

OCPD
Monthly Retreat



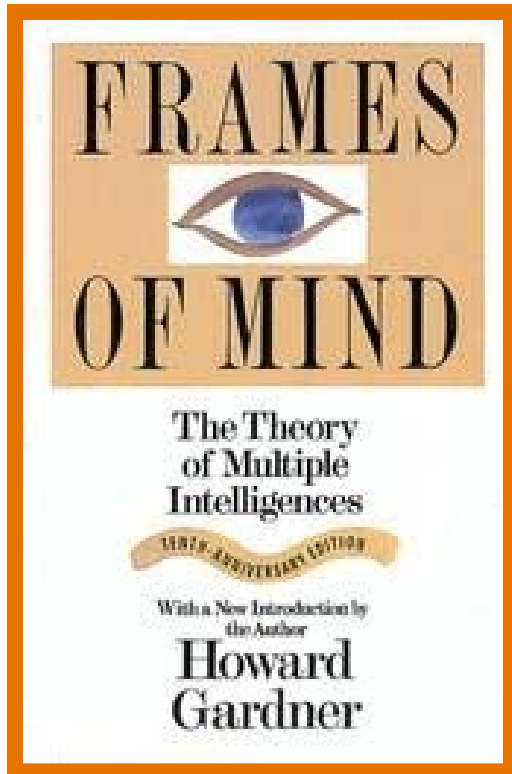
**Department of
Education**

Joel I. Klein, Chancellor

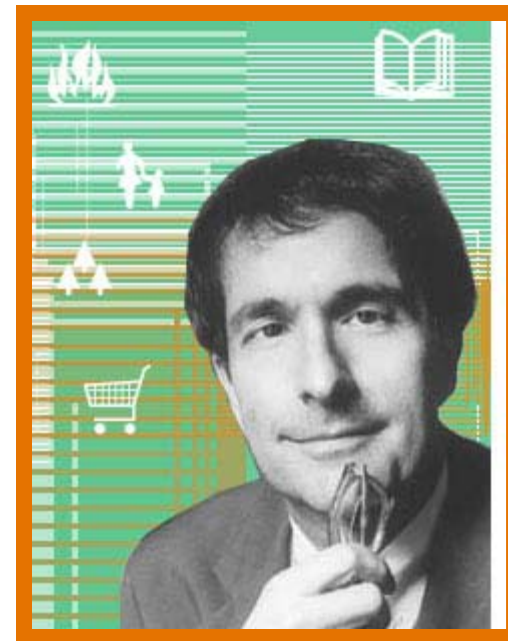
3 October 2008

“The biggest mistake of past centuries in teaching has been to treat all children as if they were variants of the same individual, and thus to feel justified in teaching them the same subjects in the same ways”.

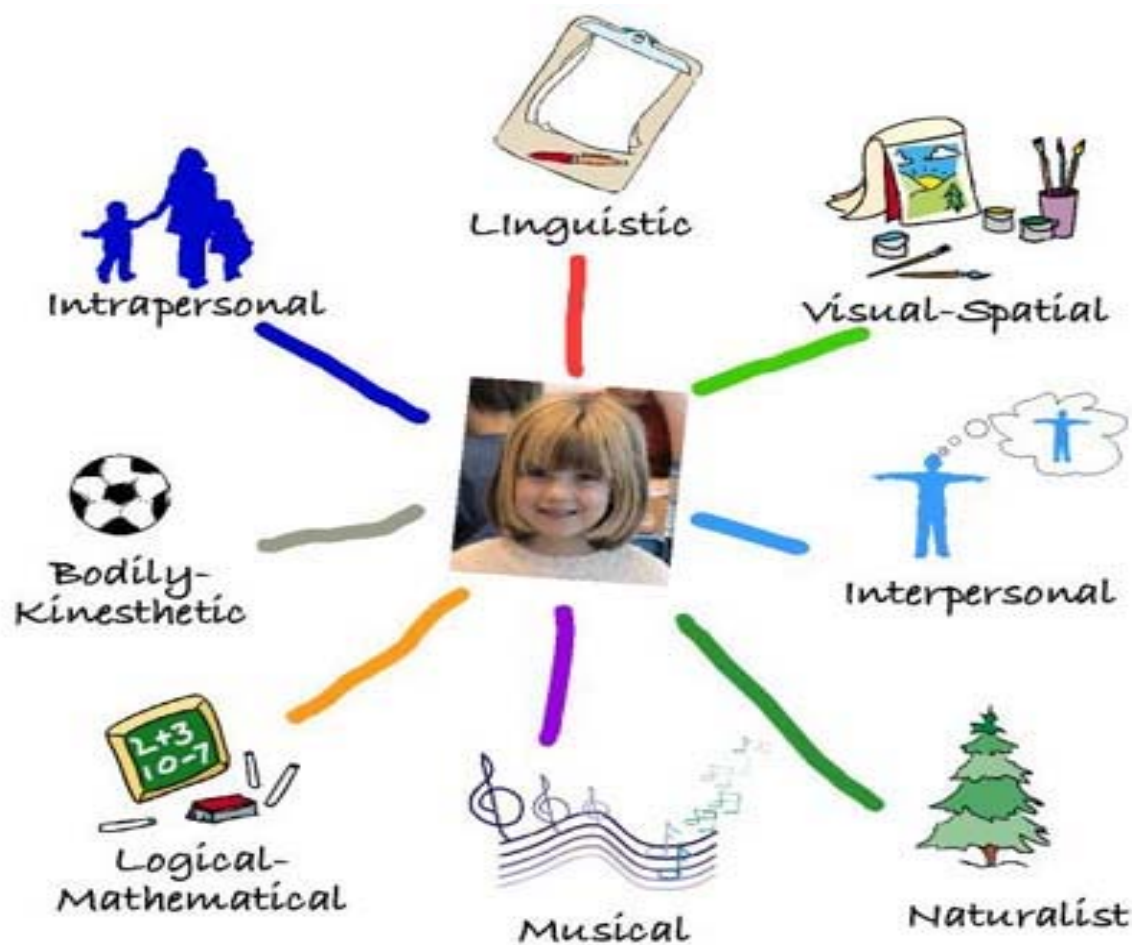
Howard Gardner



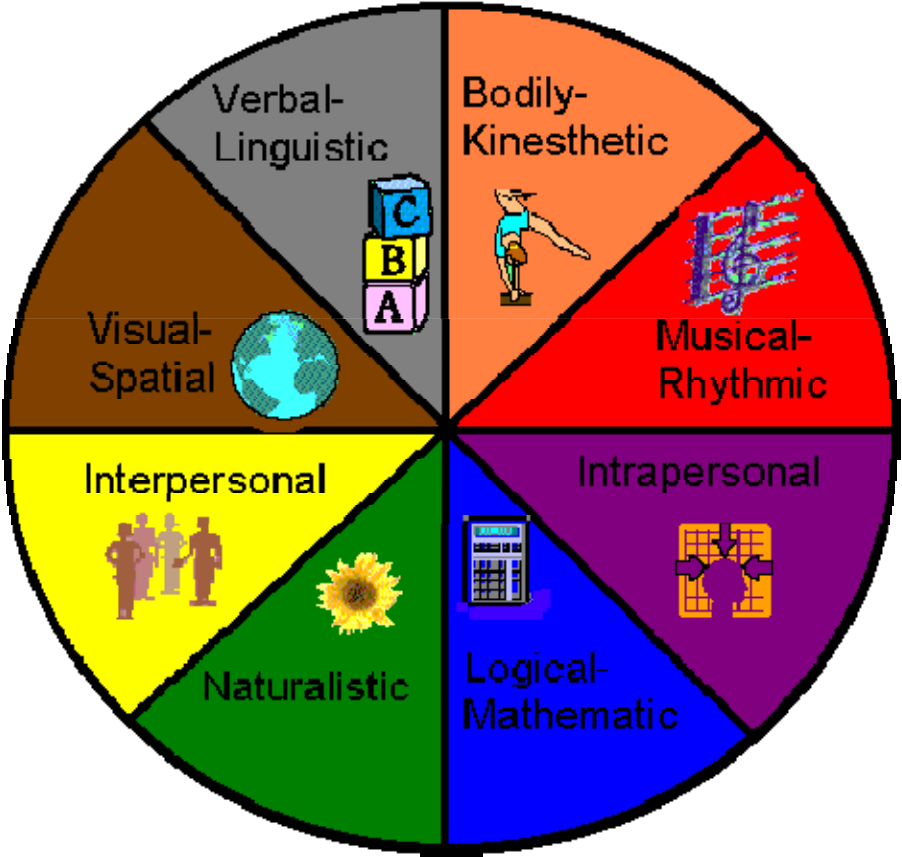
Howard Gardner developed a theory on how people learn in his book “Frames of Mind, The Theory of Multiple Intelligences”.



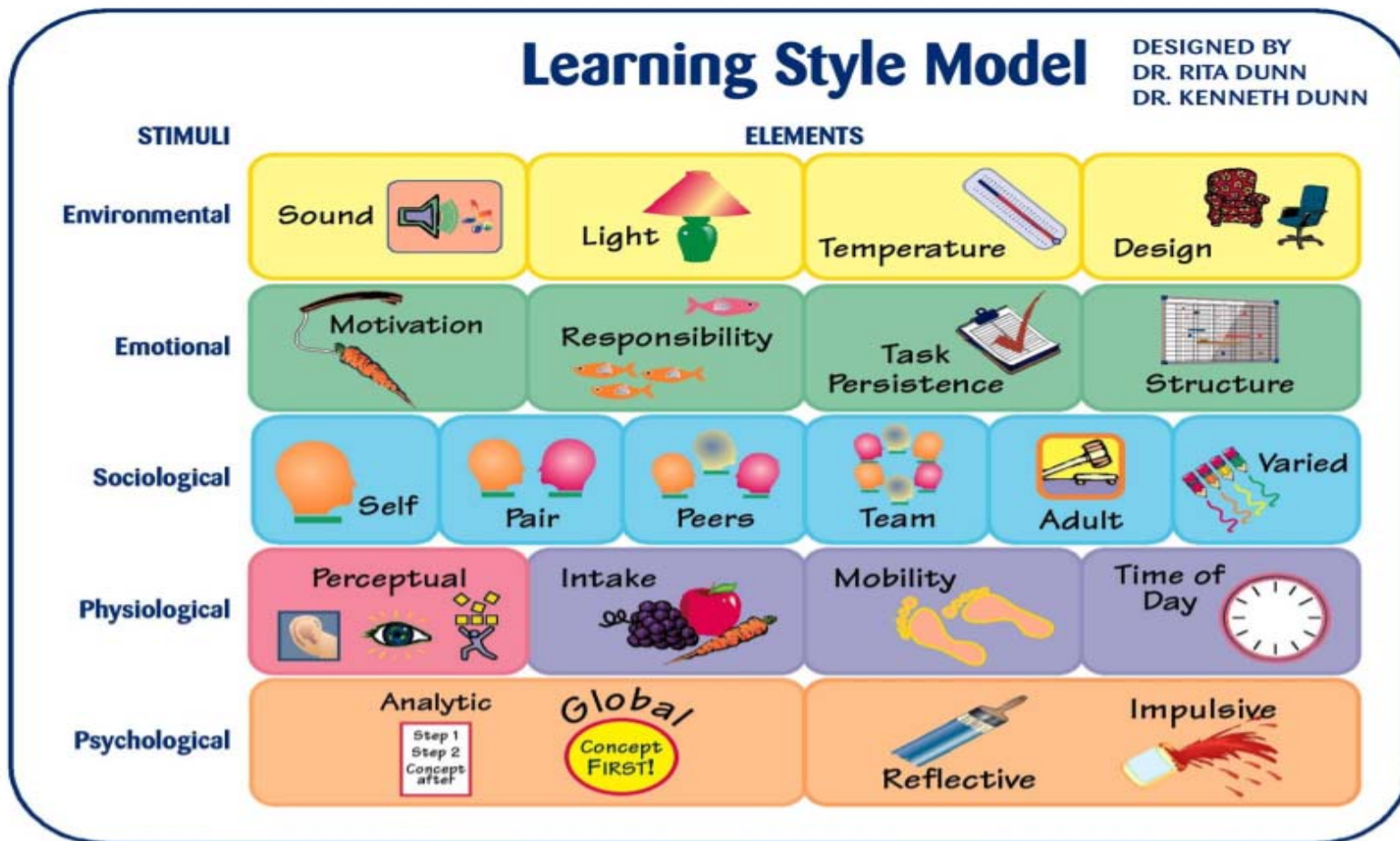
Gardner's Multiple Intelligences



Gardner's Multiple Intelligences



Dunn and Dunn's Learning Style Model



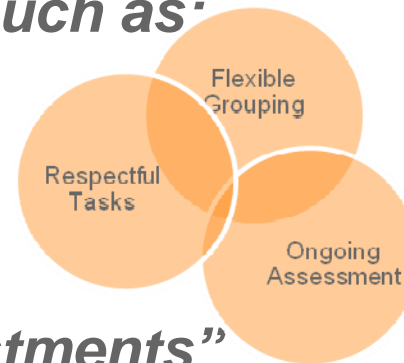
Differentiation of Instruction

“ is a teacher’s response to learner’s needs guided by general principles of differentiation such as:

Respectful Tasks

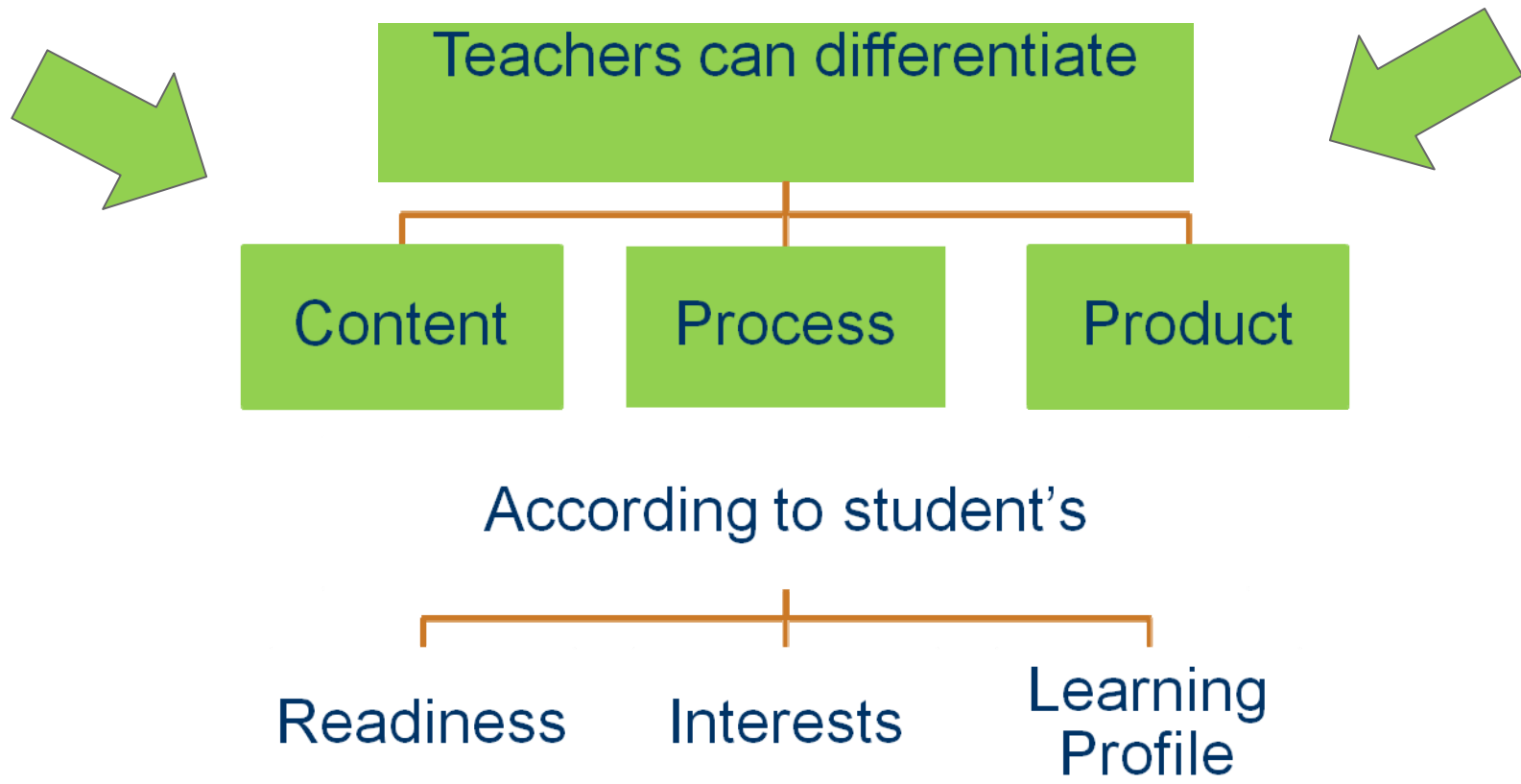
Flexible Grouping

Ongoing Assessment & Adjustments”

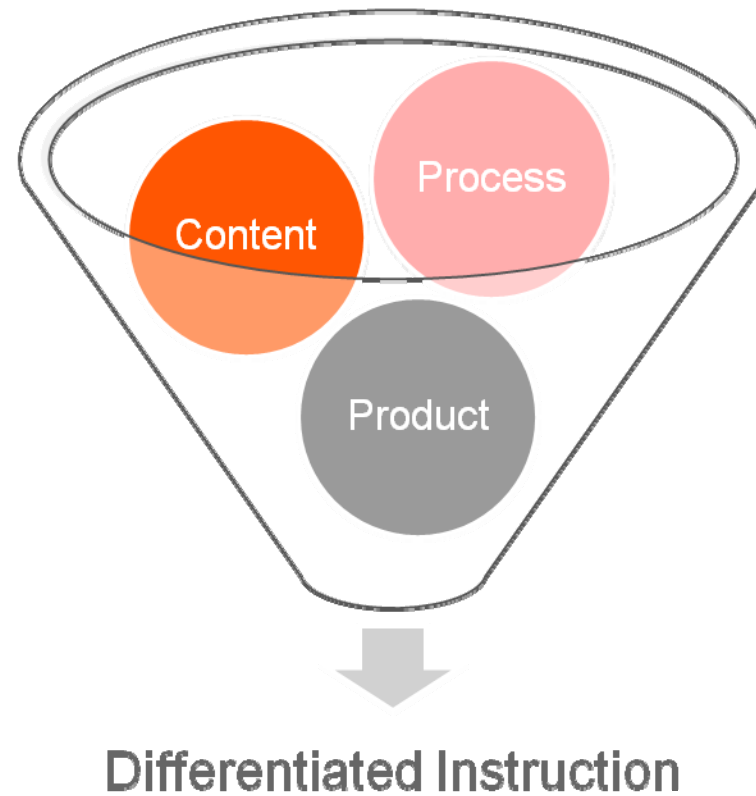


Carol Ann Tomlinson

Differentiation of Instruction is a teacher's response to learner's needs.



Elements of Curriculum that can be Differentiated



Elements of Curriculum that can be Differentiated - *Content*

- Content consists of facts, concepts, skills, generalization or principles related to the subject.
- Content includes both what the teacher plans for the students to learn and how the student ***gains access*** to desired knowledge, understanding and skills.

Differentiating Content

Teachers can differentiate content by:

- 1) Using math manipulatives.
- 2) Using texts or novels at more than one level
- 3) Using texts, computer programs, tape recorders, and videos as a way of conveying key concepts to varied learners.

Elements of Curriculum that can be Differentiated - *Process*

Process is how the learner comes to *make sense* of, understand, and own the key facts, concepts and skills of the subject.

Process = Activity

Differentiating Process

Teachers can differentiate an activity or process by:

- 1) Providing varied options at differing levels of difficulty or based on differing student interests.
- 2) Offering different amounts of support.
- 3) Provide students with choices as to how they express what they learn.

Ex: Write a letter, draw a political cartoon or create a diagram.

Elements of Curriculum that can be Differentiated – *Product*

Products refer to the items a student can use *to demonstrate* what he or she understands and can be able to do as a result of an extended period of study.

Examples of Products:

- Portfolio of skills achieved over the course of semester
- End of the Unit Project(s) – completed alone and with groups
- End of the Unit Test

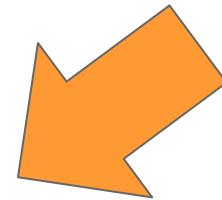
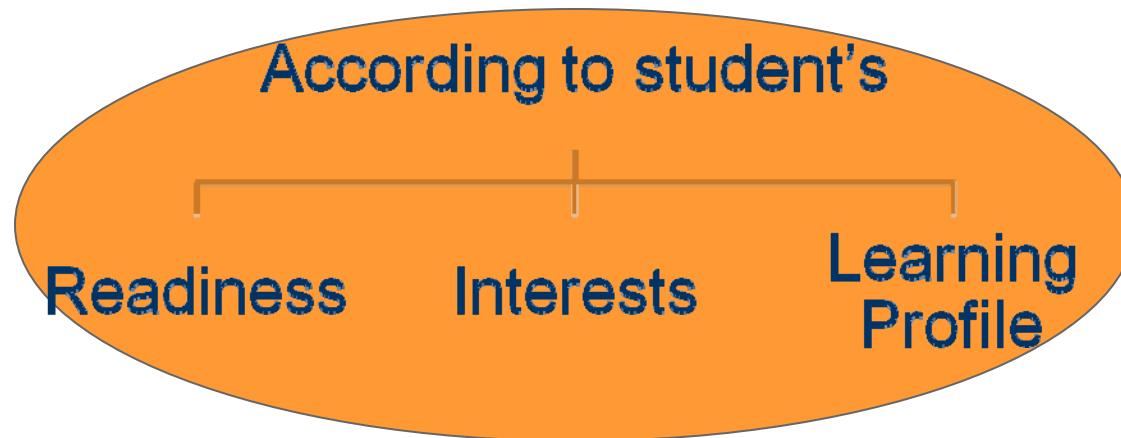
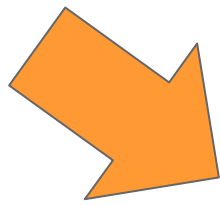
Differentiating *Product*

A teacher can differentiate products by allowing students to:

- Create and design their own products around learning goals.
- Express what they have learned in varied ways.
- Work in flexible groups and arrangements (alone vs groups).
- Provide product assignments in varying degrees of difficulty or readiness.
- Use a wide variety of assessments
- Develop rubrics of quality.

Differentiation of Instruction is a teacher's response to learner's needs.

Teachers can differentiate



Differentiate for Student's Characteristics

Readiness

- Levels of difficulty
- Varied groups
- Scaffolding by adding/removing mentors or manipulatives

Interest

- Providing choices
- Mentors with shared interests
- Broad access to materials

Learning Profile

- Learning Styles
- Student Talents
- Intelligence Profiles

Differentiating by Readiness

In response to student readiness, a teacher constructs tasks or provides learning choices at different levels of difficulty.

Some ways teachers can adjust for readiness:

- 1) Adjusting the degree of difficulty of a task to provide an appropriate challenge.
- 2) Adding or removing teacher or peer coaching, use of manipulatives, or models for a task.
- 3) Adjusting familiarity of a task

Differentiating by Interest

Teachers can differentiate according to student interests by:

- 1) Using adults or peers with prior knowledge to serve as mentors in an area of shared interest.
- 2) Providing a broad range of materials for student exploration of a topic
- 3) Giving students a choice of tasks and products, including student designed options.

Differentiating by Learning Profiles

To differentiate in response to student learning profile, a teacher addresses learning styles, student talents, or intelligence profiles.

Some ways a teacher can differentiate according to profiles:

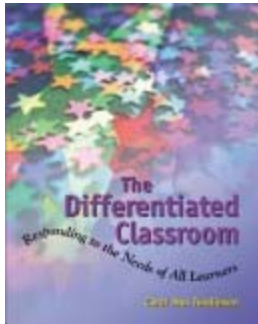
- 1) Creating a flexible learning environment.
- 2) Presenting information through auditory, visual and kinesthetic modes.
- 3) Ensuring choice of competition, cooperative and independent learning experience.

What's Next?

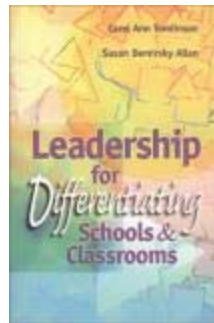
Good Instruction as a Basis for Differentiation

Instructional Strategies that Support Differentiation

Resources



The Differentiated Classroom: Responding to the Needs of All Learners
By Carol A. Tomlinson
Published by ASCD, 1999
ISBN 0871203421, 9780871203427
132 pages



Leadership for Differentiating Schools and Classrooms
By: Carol Ann Tomlinson
By: Susan Demirsky Allan **Price:** \$23.95