Module Home



**Outline­**

**Differentiated Instruction**:

Maximizing the Learning of All Students

* Module Description: This module discusses the importance of differentiating three aspects of instruction: content, process (instructional methods), and product (assessment). It explores the student traits—readiness level, interest, and learning preferences—that influence learning (est. completion time: 3 hours).

Challenge

* Video: Mr. Shelton has taught high school honors and…

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Initial Thoughts

* What is differentiated instruction?
* How do teachers differentiate instruction?
* How do teachers prepare their students and their classrooms for differentiated instruction?
* What does differentiated instruction look like in the classroom?

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Perspectives & Resources

* Module Objectives
* Understand the key elements of differentiated instruction
* Differentiate instruction based on students’ readiness level, interests, and learning needs
* Differentiate instruction for three main instructional components: content, process, and product
* Evaluate and grade differentiated products
* Prepare your students and your classroom for differentiated instruction
* Take the first steps toward implementing differentiated instruction

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* Page 1: Defining Differentiated Instruction
* Mr. Shelton learns that *differentiated instruction* is an approach whereby…
* These evidence-based strategies include… [bullet points]
* Research Shows
* In addition to using the kinds of evidence-based strategies… [bullet points]
  + Link: flexible grouping [definition]
* Traditional Classroom/Differentiated Classroom [drop-down menu]
  + Link: summative assessment [definition]
  + Link: formative assessment [definition]
* Audio: Carol Ann Tomlinson addresses two of these…
* For Your Information
  + Link: response to intervention (RTI) [definition]
  + Link: individual education program (IEP) [definition]

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* Page 2: General Principles
* Differentiated instruction is not a one-size-fits-all approach, but…
* What makes this challenging for teachers is that students’… [bullet points]
* Ongoing Assessment
  + Link: learning profile [definition]
  + Link: exit card [drop-down sample]
  + Types of Assessments [table]
    - Link: formative assessment [definition]
    - Link: summative assessment [definition]
  + Tip
* Flexible Grouping
  + Did You Know?
  + Link: flexible grouping [drop-down sample]
  + For Your Information

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* Page 3: Know Your Students
* As discussed previously, when they differentiate instruction…
* Readiness
  + Teachers can determine the level at which… [bullet points]
    - Link: sample questions [drop-down menu]
    - Link: KWL chart [drop-down sample]
  + Did You Know?
* Interest
* They can do so by asking students to… [bullet points]
  + Link: interest inventory [drop-down sample]
  + Link: ice-breaker activities [drop-down sample]
* Learning Profile
  + Teachers can assess a student’s preferred method… [bullet points]
  + Link: sample questions [drop-down menu]
* For Your Information
* Audio: Carol Ann Tomlinson discusses how a differentiated classroom…
* Audio: Michelle Giddens discusses how differentiated instruction…

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* Page 4: Differentiate Instructional Elements
* As teachers begin to differentiate instruction, there are… [bullet points]
* For Your Information
* Audio: Listen as Carol Ann Tomlinson discusses why this is often the…

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* Page 5: Differentiate Content
* When teachers differentiate content, the same concept or skill is…
* Strategy/Readiness/Interest/Learning Profile [table]
  + Tiered Content [drop-down menu]
  + Providing a Variety of Materials [drop-down menu]
  + Presentation Styles [drop-down menu]
  + Scaffolding [drop-down menu]
    - Strategy/Examples of Strategy [table]
      * Link: KWL chart [definition]
    - Link: Providing Instructional Supports: Facilitating Mastery of New Skills [IRIS Module]
  + Learning Contracts [drop-down menu]
    - Link: Blank Learning Contract [PDF]
    - Link: Sample Learning Contract [PDF]
  + Compacting [drop-down menu]
    - Link: Blank Compacting Contract [PDF]
    - Link: Sample Compacting Contract [PDF]
    - Research Shows
* Audio: Listen as Carol Ann Tomlinson discusses why this is often the…

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* Page 6: Differentiate Process
* When teachers differentiate process, they teach the same concept…
* Strategy/Readiness/Interest/Learning Profile [table]
  + Tiered Activities [drop-down menu]
    - For Your Information
    - Features for a Tiered Lesson [table]
    - Language Arts–Fourth Grade [table]
  + Learning Centers [drop-down menu]
  + Interactive Journals [drop-down menu]
  + Graphic Organizers [drop-down menu]
    - Graphic Organizers [table]
  + Jigsaw Activities [drop-down menu]
  + Manipulatives [drop-down menu]
* Tip
* Video: Watch the video below to learn how one teacher differentiates…

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* Page 7: Differentiate Product
* When teachers differentiate product, they assess the same concept…
* When doing so, the teacher strives to… [bullet points]
* Strategy/Readiness/Interest/Learning Profile [table]
  + Tiered Products [drop-down menu]
    - Keep in Mind
    - Language Arts–Fifth Grade
  + Tic Tac Toe [drop-down menu]
  + Learning Menus [drop-down menu]
  + RAFT [drop-down menu]
* Tip
  + Bloom’s Taxonomy (Original and Revised) [drop-down menu]
* For Your Information
  + Building Differentiated Tests [drop-down menu]
    - Traditional Question Types/Considerations and… [table]
* Audio: Carol Ann Tomlinson discusses why this is not the case…

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* Page 8: Evaluate and Grade Student Performance
* In any classroom, the teacher is expected to document students’…
* Because students in a differentiated classroom are… [bullet points]
* Evaluating Performance
  + Though students will work on different activities… [bullet points]
    - General Procedures for Developing a… [drop-down menu]
      * Presentation on Ancient Egyptian Burial… [table]
    - How to Use Portfolios [drop-down menu]
      * Did You Know?
      * Learning objectives/Inclusion criteria… [table]
    - Types of Self-Assessments and How to… [drop-down menu]
      * Strategy/Suggestions [table]
* Assigning Grades
  + Typically, teachers consider three factors when… [bullet points]
  + For Your Information
  + Preassessments and formative assessments [drop-down menu]
    - Link: formative assessment [definition]
    - Link: summative assessment [definition]
  + Adjusting grades [drop-down menu]
  + Multiple attempts at mastery [drop-down menu]
  + Providing assistance [drop-down menu]
  + Extra credit or bonus points [drop-down menu]
  + Group grades [drop-down menu]
    - Link: cooperative learning [definition]
  + Missing work [drop-down menu]

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* Page 9: Communicate with Students and Parents
* Because differentiated instruction is different from traditional…
* Among other things, the teacher should explain… [bullet points]
* Communicating with Students
  + Developing an Understanding of Differentiated Instruction [table]
    - Exploration Ideas [drop-down menu]
    - Exploration Ideas [drop-down menu]
    - Exploration Ideas [drop-down menu]
    - Exploration Ideas [drop-down menu]
    - Exploration Ideas [drop-down menu]
    - Exploration Ideas [drop-down menu]
* Communicating with Parents
  + Written Materials/Personal Interactions [table]
  + Audio: Learn how Michelle Giddens addressed the issue of…

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* Page 10: Organize the Classroom
* Generally, a well-organized classroom helps a teacher…
* Five keys to good room arrangement [drop-down menu]
* To create this structured environment, the teacher… [bullet points]
* Floor Space
  + Considerations for Furniture Arrangement in a… [table]
* Materials Storage
  + Below is a list of suggestions that teachers… [bullet points]
* Bulletin Boards and Wall Space
  + Tip

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* Page 11: Employ Effective Behavior Management
* Link: Classroom Behavior Management (Part 1): Key Concepts and Foundational Practices [IRIS Module]
* Link: Classroom Behavior Management (Part 2, Elementary): Developing a Behavior Management Plan [IRIS Module]
* Link: Classroom Behavior Management (Part 2, Secondary): Developing a Behavior Management Plan [IRIS Module]
* To effectively differentiate instruction, teachers must establish rules…
* Link: classroom behavior management system [definition]
* For these procedures to be effective, teacher should… [bullet points]
* For Your Information
* Audio: Michelle Giddens discusses why it is important to establish rules…
* Working in Small Groups or Pairs
* Maintaining Appropriate Noise Levels
  + Teachers can monitor noise levels using a… [drop-down menu]
  + For Your Information
* Transitioning Between Activities
  + Teachers should establish procedures for… [drop-down menu]
* Acquiring Help
  + Possible strategies for students to get help [drop-down menu]
* Managing Time
  + Sample list of anchor activities for reading class [drop-down menu]
* Getting and Turning in Materials
  + Instructional Activity/Procedures
  + Tip

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| NOTES |  |

* Page 12: Classroom Implementation
* Although Mr. Shelton has learned about strategies to differentiate…
* Below is a list of ways in which he might get started… [bullet points]
  + Implement low-prep activities [drop-down menu]
    - Low-Prep Activities/High-Prep Activities [table]
* Did You Know?
* Audio: Carol Ann Tomlinson offers several ways that teachers…
* Audio: Michelle Gidden discusses how she began differentiating…
* Algebra I (Year 1) [table]
* Algebra I (Year 4) [table]
* Activity

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| NOTES |  |

* Page 13: References & Additional Resources
* Suggested module citation
* References
* Additional Resources
* Page 14: Credits
* Content Experts
* Module Production Team
* Media
* Expert Interviews

Wrap Up

* Summary of the module
* Video: View the movie below to hear Carol Ann Tomlinson discuss…
* Revisit your Initial Thoughts responses

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Assessment

* Take some time now to answer the following questions.

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You Have Completed This Module

* We Value Your Feedback
  + Link: Module Feedback Form
* Professional Development Hours
  + Link: IRIS PD Options
* Related Resources [links]