



Professional Development Facilitator's Guide

Differentiated Instruction:
Maximizing the Learning of
All Students



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Differentiated Instruction: Maximizing the Learning of All Students

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Differentiated Instruction: Maximizing the Learning of All Students

Overview

This Professional Development (PD) Facilitator's Guide was created to help educators better understand the key elements of differentiated instruction. The IRIS Module *Differentiated Instruction: Maximizing the Learning of All Students* includes information about students' readiness level, interests, and learning needs; how to differentiate content, process, and product; evaluating and grading differentiated products; and how to prepare the students and classroom for differentiated instruction. This guide outlines training activities that can be implemented in an eight-hour training event (9-hour day with a 1-hour lunch or 1½-day workshop). The training has been designed to accommodate 15–20 participants. Internet access is required.

Facilitator's Materials Included with This Guide

- PowerPoint Slides
- Initial Thoughts Handout
- Unfamiliar Level Placemat
- Somewhat Familiar Level Placemat
- Very Familiar Level Placemat
- RAFT Activity Handout
- End-of-Session Reflection Form

Preparing for the Session

A successful professional development event requires thorough preparation. Please complete the tasks listed below. As you do, check the box next to the item.

- Whether the event is held in a computer lab or in a conference room, make certain that those taking part have access to computers and the Internet.
- Bookmark the *Differentiated Instruction* module on the IRIS Website: <http://iris.peabody.vanderbilt.edu/module/di/>
- Customize the PowerPoint included with this guide to meet your needs.
- Obtain three sets of differently colored index cards (enough for each participant to have one card of each color), a chart pad, and markers.
- Print out the packet of handouts included with this PD activity. Be sure to print out enough copies of the various placemats available in the handout section of this PD activity. You need a copy of each level for each participant.

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Welcome and Introductions

Time: 10 minutes

- Welcome the participants and facilitate introductions among them. Take a moment to acclimate them to the facility (e.g., location of restrooms, snack machines).
- Ask the participants to sign in.
- Ensure that the participants' technology is working and that they locate and bookmark the correct IRIS Module.
- Explain that the table at which they are currently seated will be referred to as their "Home Group."

Challenge and Initial Thoughts

Time: 10 minutes

Materials Needed: Initial Thoughts Handout

- To help participants experience differentiated instruction from a student's perspective, ask them to approach the day's activities as they believe a group of students might.
- Play the module's Challenge video for the entire group.
- Pass out the Initial Thoughts Handout and direct participants to independently answer its questions.
- When the participants are finished, ask a few of them to share their answers, question by question. Remember, whether or not to share should be left up to individual participants.
- Lead a brief, open-ended discussion about the Initial Thoughts questions.

Assessing the Participants' Knowledge

Time: 40 minutes

Materials Needed: index cards in three colors

Explain that the group will complete the module together during the PD event. Before they do so, however, they will take part in an activity to help discover their level of familiarity with the topic, as well as to signal to the facilitator how knowledgeable they are about differentiated instruction.

» Familiarity Activity (20 minutes)

- Distribute three cards, one of each color, to every participant. The first color will be used to indicate that a participant is very familiar with a statement. The second color indicates that the participant is somewhat familiar with a statement. The third color indicates that the participant is unfamiliar with a statement.

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- Ask participants to estimate their current level of familiarity with differentiated instruction.
- Show the PowerPoint slide that indicates which color stands for which level of confidence. Also, display the cards labeled with their respective levels so that participants will have a visual reminder when the PowerPoint slide changes.
- Read each of the following statements, which are also found on the PowerPoint slides.
- Once they have done so, begin reading the statements in the activity box below. Instruct the participants to hold up the card of the color that best reflects their current level of familiarity with each of the statements.

Statements About Differentiated Instruction

1. Differentiated instruction (DI) is an approach whereby teachers adjust their curriculum and instruction to maximize the learning of all students.
2. Carol Ann Tomlinson is a key researcher and advocate for DI.
3. A teacher gradually shifts into providing a DI classroom environment.
4. The three main elements of instruction in a differentiated classroom are content, process, and product.
5. The principles of ongoing assessment and flexible grouping are key for DI.
6. When teachers employ DI, they need to communicate with parents and students how their instruction may differ from traditional methods.
7. A teacher using DI will consider students' readiness levels, interests, and learning profiles helpful.
8. DI can enable a teacher to simultaneously meet the different learning needs of every student, those who struggle and those who do not.
9. Teachers who use DI are able to assess/grade accurately and fairly those students who perform at varying levels of proficiency.
10. In a differentiated classroom, the organization and structure of the physical and social space of the classroom makes a difference to the teacher and students.

» Review of the Familiarity Activity Statements (10 minutes)

At the conclusion of the Familiarity Activity, repeat the statements and provide the Perspectives & Resources page number where content related to those statements can be found (see below). Emphasize that the participants will develop a higher level of confidence as they complete the pages in the Perspective & Resources section.

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Statement	Location of Content
1	Page 1
2	Page 1
3	Page 12
4	Page 4
5	Page 2
6	Page 9
7	Page 3
8	Pages 5, 6, 7
9	Page 8
10	Pages 10, 11

- Ask each participant to assess his or her understanding of differentiated instruction based on a rough average of the card colors they held up in response to the statements.

» Discussion (10 minutes)

- Explain the three levels of Familiarity Placemats. Indicate that all participants will explore the module together and will not be able to immediately notice differences between the various Familiarity Handouts. Be sure to stress that this PD activity is designed to accommodate participants with varying levels of knowledge.
- Emphasize that, whereas participants have indicated their own familiarity level in a somewhat public way, a more discreet approach is preferred when working with students. This can involve unobtrusive observation, student work samples, formative assessments, and summative assessments.

Perspectives & Resources Pages 1–3

Time: 1 hour

Materials Needed: Familiarity Placemats

» Independent Activity (30 minutes)

Participants should now be given one of the three placemats that best reflects their average level of familiarity. Direct participants to fill out their placemats as they explore the content of Perspectives & Resources Pages 1–3. If the allocated time is insufficient for some participants, they can be directed to complete only those text boxes that are shaded.

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» Small-Group Activity (20 minutes)

- As participants complete their placemats, display the directions for Triad Talk Time. These can be found on one of the PowerPoint slides.
- Ask participants who are finished to gather into groups of three. If possible, groups should include one participant who is unfamiliar, one who is somewhat familiar, and one who is very familiar, but in any event group members should be from at least two different levels. If two or more of the participants are from the same level, however, make sure the groups are given the alternate placemats.
- Invite these small groups to follow the directions on the screen for sharing key points, noting how their tasks were varied according to their level of familiarity and asking what questions they still have about the information presented on the three module pages.

» Group Discussion (10 minutes)

- Call the small groups back and hold a whole-group discussion to briefly review the key learning from the placemats.
- Ask participants how differentiated graphic organizers (like the various levels of placemats) might help differentiate for students at varying levels.
- Announce that a break is approaching. Explain that when participants return to the session, they will be sitting at one of five tables. If possible, each of the three levels of familiarity should be represented at each table. The purpose is to develop a diverse Expert Group for Perspectives & Resources Pages 4–8, one group per page. Participants at each table should reflect different levels of familiarity with differentiated instruction, as indicated by the different color cards.

FYI

To help participants gain a better understanding of how to differentiate content with their own students, invite them to pick up copies of the remaining two levels of placemats.

Break (10 minutes)

Perspectives & Resources, Pages 4–8

Time: 1 hour, 20 minutes +

After welcoming the participants back from break, explain that they are now going to participate in a jigsaw activity designed to build on their prior knowledge.

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» Preparation (10 minutes)

- Take 10 minutes to make sure that participants are familiar with jigsaw techniques. If not, introduce the ideas of home group and expert group, as well as the procedures for moving to and from these groups by displaying a graphic overview in the PowerPoint. If participants are already familiar with this technique, feel free to review the information quickly.
- Each table will work with a different Perspectives & Resources page of the module, thereby developing an expert group for each page. Take an additional 10 minutes to assign each group one of five areas upon which to report back to their home group (listed in the box to the right).

Expert Groups

- Differentiate instructional elements (Page 4)
- Differentiate content (Page 5)
- Differentiate process (Page 6)
- Differentiate product (Page 7)
- Evaluate and grade student performance (Page 8)

Note: If the groups are not equally matched in number, make sure the largest group is assigned Perspectives & Resources Page 8, the most content-heavy.

» Group Exploration (60 minutes)

- Instruct the five expert groups to explore their assigned Perspectives & Resources page and to become familiar with the content. Next, they should develop a 5–8 minute lesson plan to teach that content. Participants can use hand-created, module-provided, or digitally created visuals.
- Continuously monitor each expert group and offer guidance, support, and materials as needed.

Note: This exploration can continue through lunch. However, be sure to instruct participants to return to their home group table after lunch.

Lunch (1 hour)

Perspectives & Resources, Pages 4–8 (Continued)

» Share Out (40 minutes)

- Welcome participants back from lunch.
- Remind them to sit with their home groups. At the home group tables, each participant (or participant pairs, if more than one member was in the same expert group) shares his or her 5–8 minute lesson developed with the respective expert group, displaying the visuals to assist the home group members' learning.

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- Monitor all groups, clarifying information and prompting participants when necessary. Additionally, the facilitator should assist with group pacing as needed.
- After each home group has shared, lead a whole-group review discussion to ensure that key points from each module page were addressed sufficiently.

Perspectives & Resources, Page 9

Time: 40–50 minutes

» Independent Activity (25–30 minutes; extend time if needed for good pacing)

- Segue into Page 9, “Communicating with Students and Parents,” by introducing the need for clarity with key stakeholders as teachers implement differentiated instruction in their classrooms. Participants should understand how to implement differentiated instruction procedures for students new to their classrooms and first encountering differentiated instruction.
- Display directions for the activity found on the PowerPoint included with this PD activity. Also, give each participant a copy of the RAFT Activity Handout, found in the handout packet.
- Invite participants to explore the content on Page 9 independently and then respond to their learning by completing the RAFT Activity Handout found on Page 7.
- Monitor in unobtrusive ways during this activity; intervene only by request or when you detect clear signs of confusion or frustration.

» Group Activity (15–20 minutes)

As participants begin to wind up their RAFT activity, have them discuss their responses with their home group. During the final 1–2 minutes of this activity, bring the discussion back to the whole group and ask participants to share their key insights.

Perspectives & Resources, Pages 10 and 11

Time: 55–60 minutes

Materials Needed: chart paper, markers

Reminder

- Make chart paper and markers available for the groups to use as they create their graphic organizers.
- Decide whether to conduct the next activity with participants working in their home group or their expert group. The best arrangement may be determined by the dynamics of the various groups' members.

Differentiated Instruction: Maximizing the Learning of All Students**» Overview (5 minutes)**

Transition to the next activity by pointing out that using effective communication is an important means to help organize the classroom space and structure classroom interactions. Explain that the next activity will be to work in small groups to explore the content from Perspectives & Resources Pages 10 and 11.

» Small-Group Activity (40 minutes)

- Ask the groups to explore module Page 10, “Organizing the Classroom,” and Page 11, “Employing Effective Behavior Management,” and develop a graphic organizer for each page’s content. Remind participants that the resources about graphic organizers can be located on module Page 6. The participants should use the chart paper and markers you provided at the beginning of the session.
- Monitor pacing for this activity.
- Be sure to post the completed graphic organizers on the walls of the room.

» Sharing and Discussion (10–15 minutes)

- Invite participants to do a gallery walk for the purpose of sharing the graphic organizers and key points.
- Lead a wrap-up discussion of the content and fill in any missing components.

Break (10 minutes)**Perspectives & Resources Page 12**

Time: 45 minutes

» Independent Activity (15 minutes)

After the break, ask the participants to re-form into either their home or expert groups. Instruct the participants to independently work through the content of Page 12, “Classroom Implementation.”

» Small-Group Activity (20 minutes)

Have each group complete the activity found at the bottom of Page 12 together.

» Whole-Group Discussion (10 minutes)

Complete this session with a group discussion and share-out.

Wrap Up

Time: 45 minutes

- Show the Wrap Up video to the entire group.
- Have each participant update their responses to the Initial Thoughts questions.
- Encourage participants to discuss how they benefitted from the activities included in the module.
- Also, ask them to discuss and share ideas about how to implement what they have learned in their classrooms.

Evaluations and Dismissal

Time: 25 minutes

Materials Needed: copies of the facilitator-developed evaluation form or one provided by the district; copies of the End-of-Session Reflection Form

- Take five minutes to thank participants for their effective and productive participation during the event, highlighting key insights.
- For the remaining 15–20 minutes, ask participants to complete:
 - A facilitator-developed evaluation form or one provided by the district
 - The End-of-Session Reflection Form
- Thank the participants again and dismiss them.