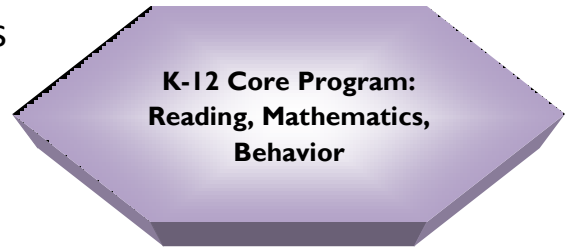


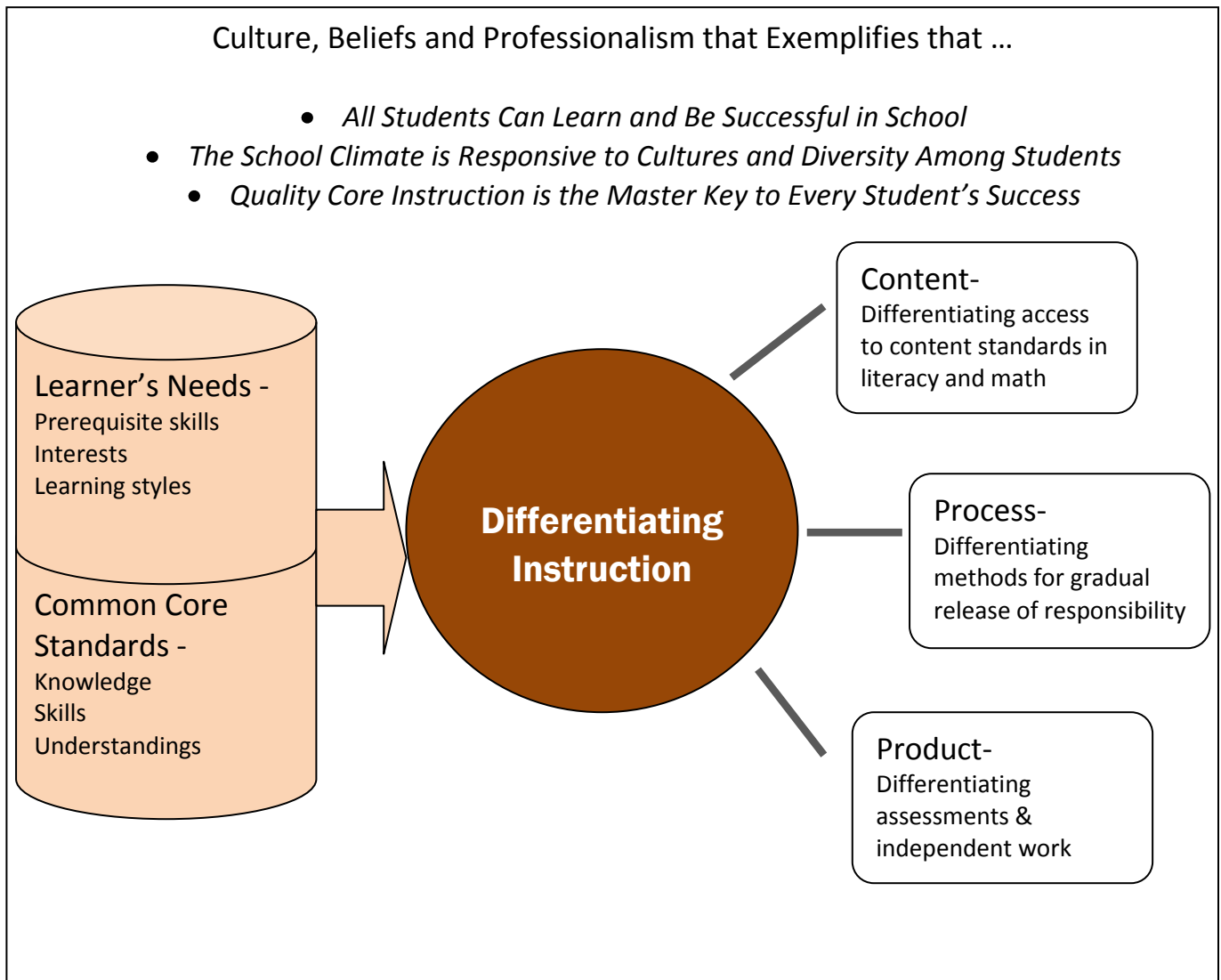
Differentiated Instruction in the Core Classroom (Tier I)



CESA 7 School Improvement Services Team

*“It’s all about the core. If the student needs more,
go back to the core.”*

Yvonne Harness, CESA 7



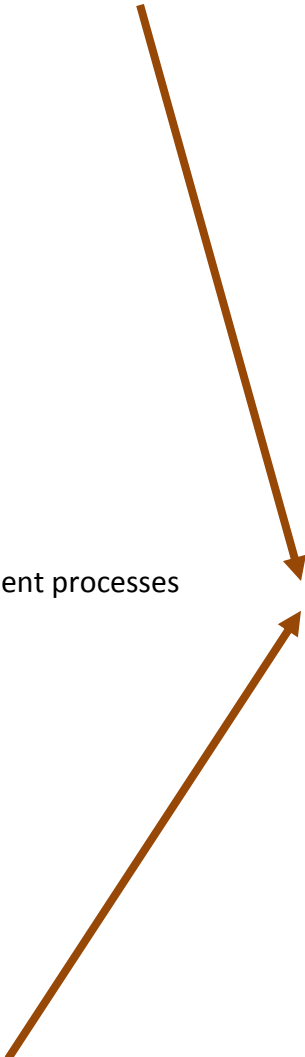
Knowing Learners' Needs

Assessments of ...

- reading achievement
- mathematics achievement
- behavior
- interests
- learning styles and preferences
- disabilities
- English language proficiency
- Background knowledge and readiness

Assessment Processes ...

- Formative, benchmark and summative assessment processes
- Diagnostic assessment processes
- Classroom observations
- Learning style inventories
- Interest inventories
- Student surveys
- Home Language Surveys
- ACCESS testing of English Proficiency
- Assessed needs for assistive devices



Learner Needs and Content must be clarified before differentiation can be planned and implemented.

Knowing the Standards/Content

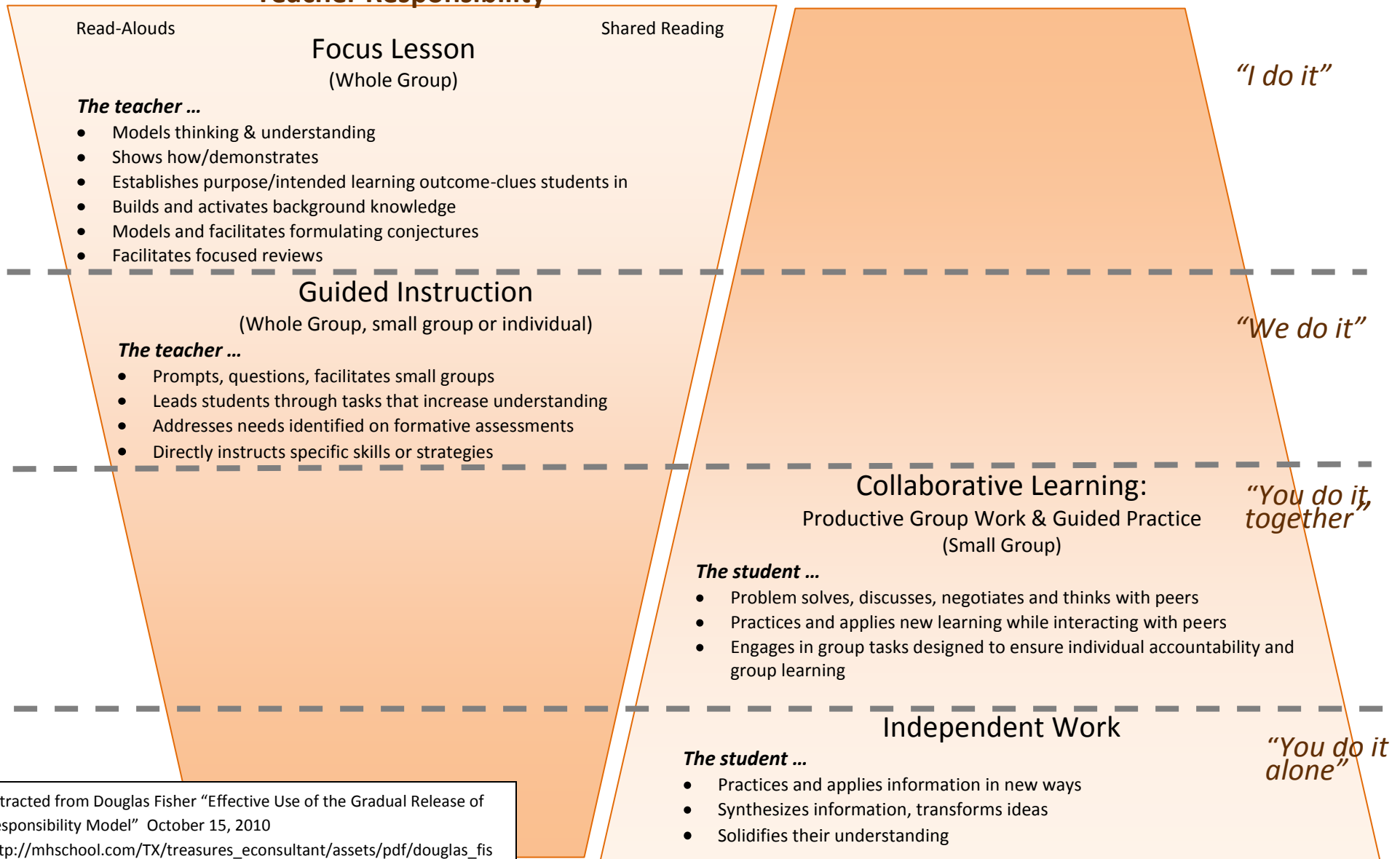
- Common Core State Standards by grade level and course for mathematics
- Common core State Standards in reading, writing, speaking and listening, and language by grade level and course for English Language Arts and Content subjects
- Behavior expectations – routines and procedures by school and grade level
- IEP goals – standards-based
- English Proficiency Goals
- Lesson and Unit plan objectives
- Purpose of the lesson

QUALITY CORE INSTRUCTION: Gradual Release Instructional Framework: Elementary Level

Interactive and Interrelated Components Carefully Planned Before Instruction:

Focus Lesson -----Guided Instruction -----Collaborative Learning -----Independent Work

Teacher Responsibility



Extracted from Douglas Fisher "Effective Use of the Gradual Release of Responsibility Model" October 15, 2010
http://mhschool.com/TX/treasures_econsultant/assets/pdf/douglas_fisher_monograph.pdf

QUALITY CORE INSTRUCTION: Gradual Release Instructional Framework: SECONDARY Level

Interactive and Interrelated Components Carefully Planned Before Instruction:

Focus Lesson -----Guided Instruction -----Collaborative Learning -----Independent Work

Teacher Responsibility

Focus Lesson (Whole Group)

The teacher ...

- Models thinking & understanding
- Shows how/demonstrates
- Establishes purpose/intended learning outcome-clues students in
- Builds and activates background knowledge
- Models and facilitates formulating conjectures
- Facilitates focused reviews

Guided Instruction

(Whole Group, small group or individual)

The teacher ...

- Prompts, questions, facilitates small groups
- Leads students through tasks that increase understanding
- Addresses needs identified on formative assessments
- Directly instructs specific skills or strategies

Collaborative Learning:

Productive Group Work & Guided Practice
(Small Group)

The student ...

- Problem solves, discusses, negotiates and thinks with peers
- Practices and applies new learning while interacting with peers
- Engages in group tasks designed to ensure individual accountability and group learning

Independent Work

The student ...

- Practices and applies information in new ways
- Synthesizes information, transforms ideas
- Solidifies their understanding

"I do it"

"We do it"

"You do it, together"

"You do it alone"

Student Responsibility

Gradual Release Instructional Framework: DIFFERENTIATION STRATEGIES

Differentiating Process for Quality Core Instruction – Carefully Planned Before Instruction

Teacher Responsibility

Focus Lesson

The teacher presents new material by pairing and varying sensory cues based on learner needs. Example methods for differentiating...

- Use interactive board or technology (teacher only)
- Use verbal instructions and read alouds
- Use visual charts, pictures, video clips
- Use gestures and physical artifacts
- Use at least two sensory modalities when presenting new material

"I do it"

Guided Instruction

The teacher provides guidance instruction to students based on learner needs. Example methods for differentiating ...

- Guided student think-alouds; listen and guide
- Varying tools such as graphic organizers, manipulatives, etc.
- Gradual release of physical assistance with writing or construction tasks using role play, for example
- Interactive boards or other technology with students; demonstrating understanding with teacher guidance

"We do it"

Collaborative Learning

The teacher creates group structures to meet varying student needs. Example methods for differentiating ...

- Assign students to groups wisely to enhance full engagement by all
- Assign specific group "roles" based on student needs
- Pair specific learners with peer helpers; reciprocal teaching

"You do it, together"

Independent Work

The teacher provides opportunity for independent practice of skills taught and practiced in group work. Example methods for differentiating ...

- Vary the way individual students complete their independent work (vary length, modality, use of assistive devices, technology, etc.)
- Have the student repeat the expectation to validate understanding prior to working
- Organize the work differently to provide structures that facilitate independence

"You do it alone"

Move through levels of responsibility according to students' learning needs

Differentiating Products and Assessments

Differentiate Products by...

READINESS

Can the final product or assessment be provided at varying levels of difficulty or complexity? If you vary the level of difficulty, how can you be sure you are standards-based according to grade level expectations?

Differentiate Products by...

INTEREST

Can the students choose a manner of demonstrating what they've learned and still focus on the key ideas and skills?

Differentiate Products by...

LEARNING PROFILE

Would it be reasonable to provide different assessments to accommodate various learning styles?

Examples

Alternative Assessments: (Low or High Prep)

- Wide variety of possibilities, including use of different rubrics or assessments/tests for different students.
- Low Prep Version: Include as part of the assessment several questions of varying complexity or focused on different aspects of the concept, allowing students to make some choices about which ones they answer. (Example: Students are required to answer question 1 but can choose from questions 2-4).

Question Choices: (Low Prep)

- During whole group discussions, include questions that everyone in the class is able to answer, as well as more complex questions that only a few students may be able to answer. Adjust the difficulty of the questions depending on which student will be called on to respond.

Tiered Rubrics: (High Prep)

- 2-3 rubrics are developed for one project, and given to students based on readiness. This provides all students with appropriate skills to focus on and a chance to be successful.

Varied Products: (Low Prep)

- Possibly the easiest way to differentiate
- Allow students to make choices about how they demonstrate what they've learned, whether they write an essay, make a poster, or act out a scene.
- Be clear about your expectations, possibly using a rubric; then allow them to meet the requirements in their own way.
- This also works well when you have limited resources because not all students need to same materials and equipment at the same time.