

# Differentiated Instructional methods and strategies to reach and teach every student

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# Guiding Questions:

- What is Differentiated Instruction?
- How to implement Differentiated Instruction?
- How to determine student learning needs?
- What specific techniques should teachers utilize?
- What resources can help to plan and implement differentiated instruction?



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# Learning objectives:

- Understand the broad strokes and purpose of Differentiated Instruction.
- Use several basic tools to implement Differentiated Instruction.
- Create change for yourself and students this semester.



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# What is Differentiation?

- Recognizing students' varying background knowledge and preferences
- Planning & Teaching with a focus on learners' needs
- Maximizing each student's growth and individual success



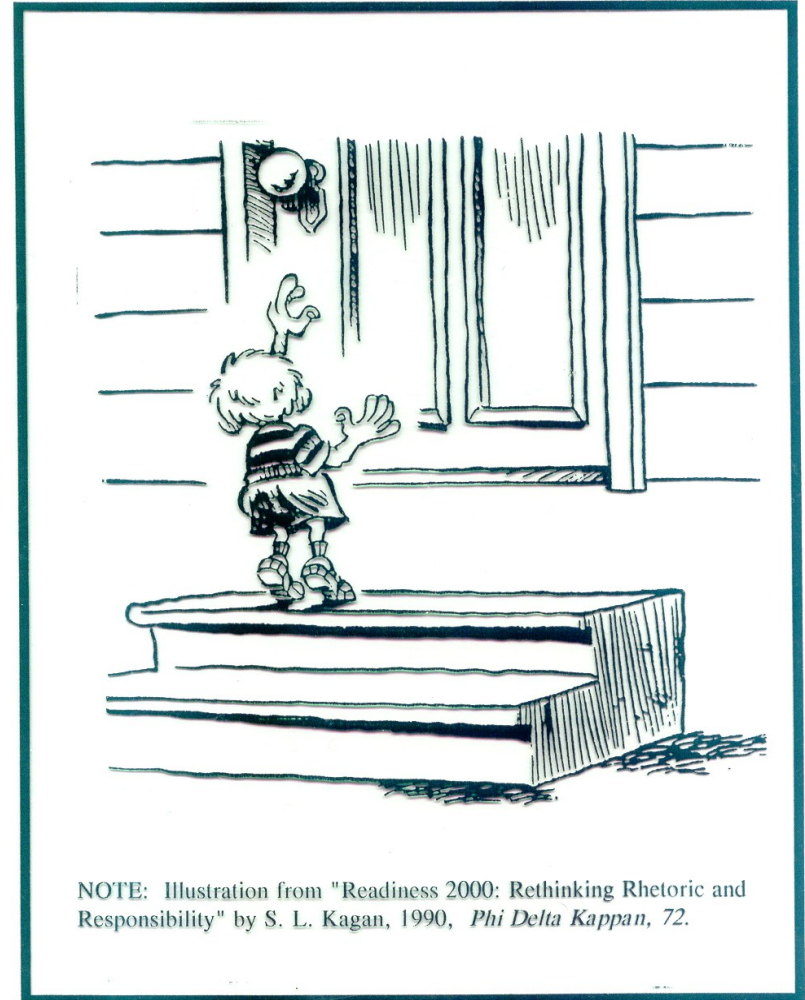
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# Why is Differentiated Instruction Important?

A mistake we often make in education is to plan the curriculum materials very carefully, arrange all the instructional materials wall to wall, open the doors of the school, and then find to our dismay that they've sent us the wrong kids.

(Tomlinson)



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# ACTIVITY 1

1. Form a small group.
2. What do you know about differentiated instruction?
3. Discuss what you would like to learn about Differentiated Instruction.
4. As a group construct three questions regarding Differentiated Instruction.
5. Be prepared to *Share Out*.



# Experiences with Differentiated Instruction:

<b>What I <u>K</u>now</b>	<b>What I <u>W</u>ant to <b>Know</b></b>	<b>What I <u>L</u>earned</b>
	Three questions: 1.  2.  3.	



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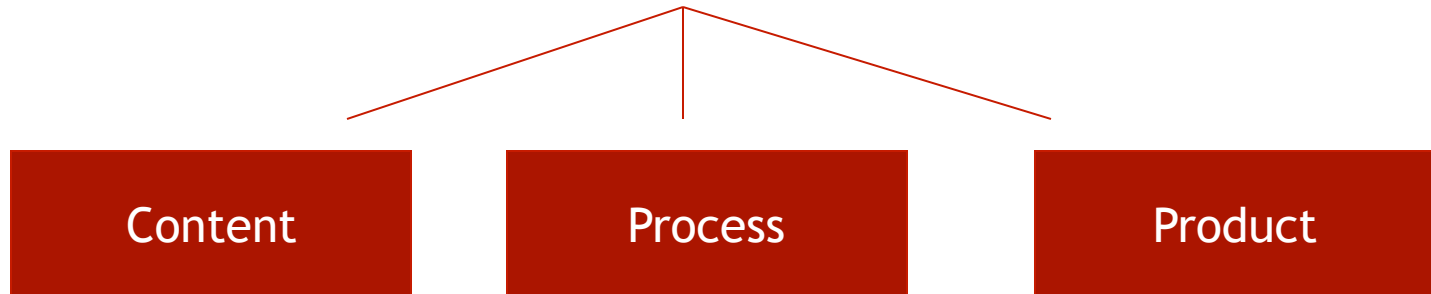


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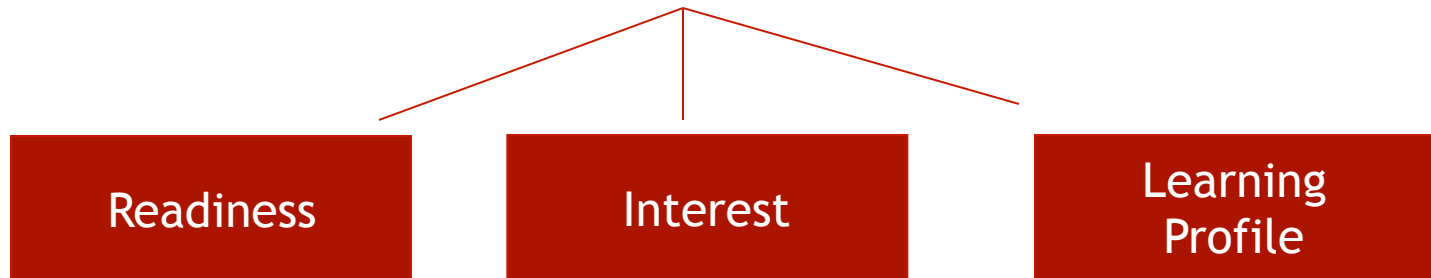
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# Teachers Can Differentiate



## According to Students'



Adapted from *The Differentiated Classroom: Responding to the Needs of All Learners* (Tomlinson, 1999)



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# Differentiation

Is a teacher's response to learner's needs

Respectful tasks

Flexible grouping

Continual assessment

Teachers can differentiate through

Content

Process

Product

According to students'

Readiness

Interests

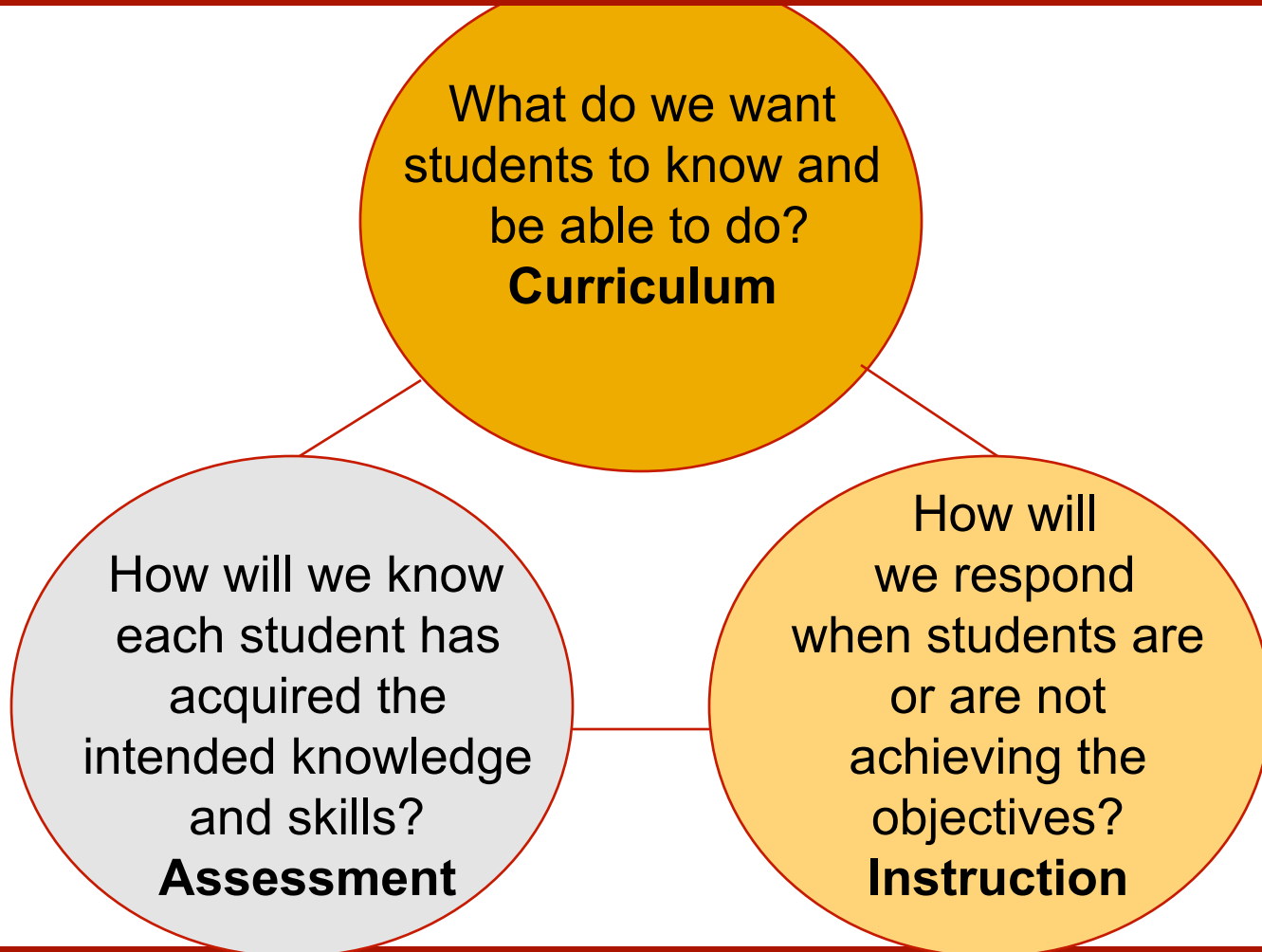
Learning Profile

Environment

Through a variety of instructional strategies



# Responsive Teaching



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# Assessment in the Differentiated Classroom

- Ongoing
- Instruction-dependent
- Student-dependent
- Informs continued instruction



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# Keys to learning

- Being active
- Making one's own discoveries
- Making then correcting mistakes
- Being creative

Teacher centered becomes  
student centered



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# Refocus on mistakes

Children make mistakes in learning language all the time  
overgeneralizations- learn a rule/ apply it incorrectly

I ranned all the way home when I goed to the park today

Could focus on the mistake OR could focus on how  
profoundly they understood a rule  
and constructed a sentence that they never heard modeled

# *Some* Differentiation Strategies

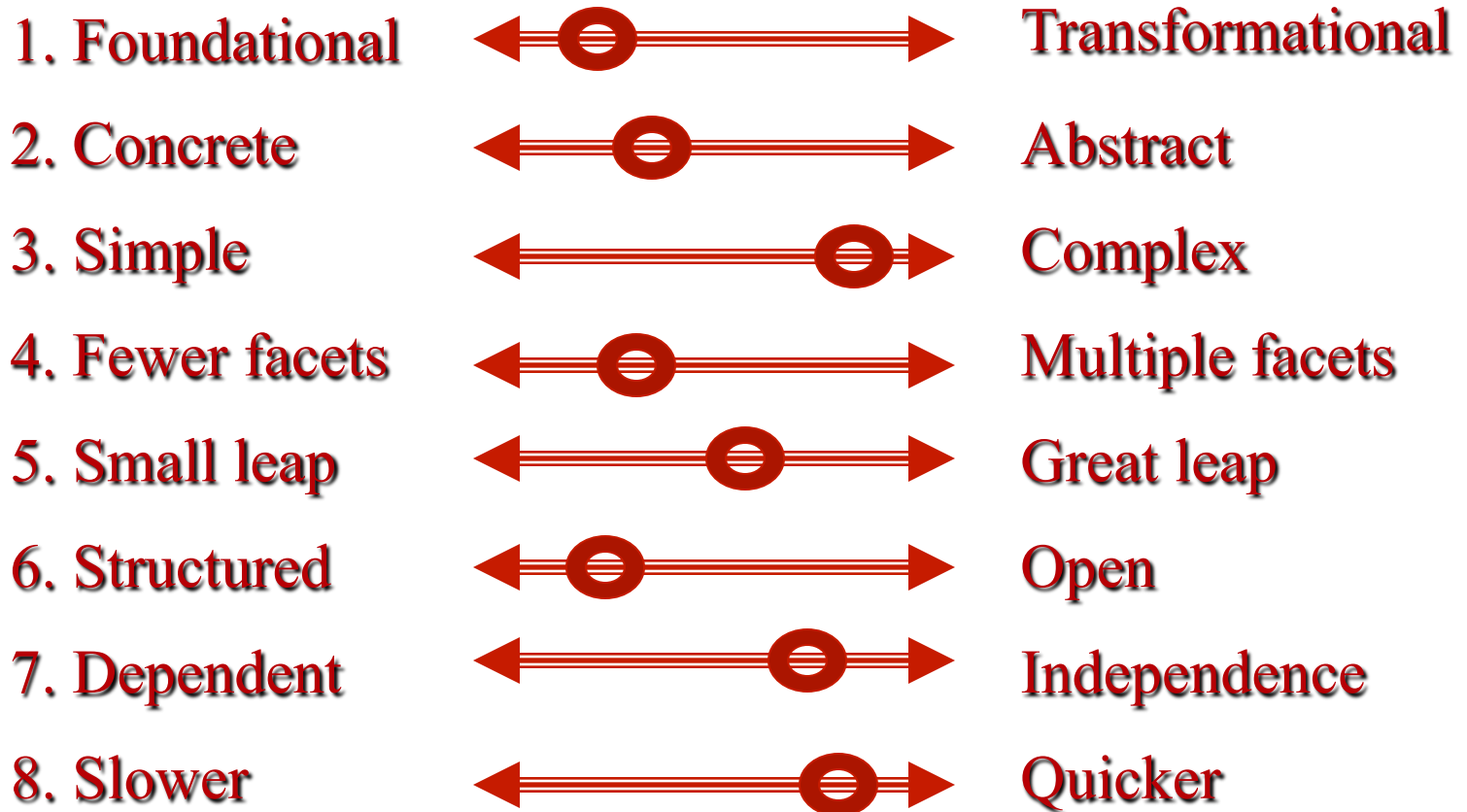
- Tiered Activities
- The equalizer
- Multiple Intelligence
- Universal Design



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# EQUALIZER



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# Reflection/Discussion Question

What are you already doing to differentiate instruction in your classroom?

What is your next step?



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# Summary

- What is Differentiation
- How to Differentiate
  - according to teachers content process product
  - according to student variability
- Get to know your students
- Assessment part of the process not the end product
- Start slowly



# Two minute paper

One thing you learned, relearned, or perceived from a new perspective after today's session.

One thing you need more clarification about.



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