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?
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.
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
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)
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:**

<table>
<thead>
<tr>
<th>What I <strong>Know</strong></th>
<th>What I <strong>Want to Know</strong></th>
<th>What I <strong>Learned</strong></th>
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I taught Stripe how to whistle.
I don't hear him whistling.
I said I taught him. I didn't say he learned it.
According to Students’

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

Carol Ann Tomlinson (2006)
What do we want students to know and be able to do?

Curriculum

How will we know each student has acquired the intended knowledge and skills?
Assessment

How will we respond when students are or are not achieving the objectives?
Instruction
Assessment in the Differentiated Classroom

- Ongoing
- Instruction-dependent
- Student-dependent
- Informs continued instruction
Keys to learning

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

Teacher centered becomes student centered
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
EQUALIZER

1. Foundational — Transformational
2. Concrete — Abstract
3. Simple — Complex
4. Fewer facets — Multiple facets
5. Small leap — Great leap
6. Structured — Open
7. Dependent — Independence
8. Slower — Quicker
Reflection/Discussion Question

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

What is your next step?
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.