Responding to the Needs of All Learners in the Differentiated Classroom

STARTALK May 2016
Deborah Espitia - dwespitia@gmail.com
Leslie Grahn – leslie_grahn@hcpss.org

This presentation contains copyrighted material used under the educational fair use exemption to U.S. Copyright law
Today’s Outcomes

Participants will be able to...

• Build on background knowledge about differentiated instruction.

• Participate in simulations of differentiated strategies.

• Adapt and design differentiated activities for immediate use in their classroom.
Dare to Differentiate

http://daretodifferentiate.wikispaces.com
Sharing Who We Are

- Write your name in the middle of the star.
- Write information about yourself on each point of the star based on the prompt.
Inside-Outside Circles

Share one side of your star with each partner.
Inside-Outside Circles

How could a teacher use the information from the star activity in planning lessons?
Star Power

Create groups of four DIFFERENT-colored stars.
What is Differentiated Instruction?
Moving away from one size fits all learning ...
... to meeting student needs through varied approaches.
Differentiation
Research & Writings

Carol Ann Tomlinson
Professor of Educational Leadership
University of Virginia
NOTES

Take notes on items I – V.
What is Differentiation?

Differentiation isn’t a strategy. It’s a way of thinking about all you do when you teach...

Differentiation is a teacher’s response to learners’ needs guided by general principles, such as Respectful Tasks, Continuous Assessment, Flexible Grouping. Teachers can differentiate according to students’ Interests, Learning Profile, Readiness through a range of strategies.
What is differentiated instruction?

“In a differentiated classroom, the teacher plans and carries out varied approaches in response to student differences in readiness, interest, and learning needs.”

How to Differentiate Instruction in Mixed-Ability Classrooms (Tomlinson, ASCD, 2001)
What is differentiated instruction?

“In a differentiated classroom, the teacher plans and carries out varied approaches in response to student differences in readiness, interest, and learning needs.”

How to Differentiate Instruction in Mixed-Ability Classrooms (Tomlinson, ASCD, 2001)
What are varied approaches?

- Traditional lecture
- Use of visuals and gestures
- Hands-on activities
- Movement and music
- A mixture of whole class, individual, pair, and small group activities
- Use of technology
- Simulations and demonstrations
- Teacher-led activities and independent student activities
What are student differences?

- Readiness
  level of achievement

- Learning preferences and strengths
  how students learn best

- Student interests
  what motivates and engages students
What Do I Differentiate?

- Content
- Process
- Product
- Learning Environment
- Assessments
Differentiation

- Content
- Process
- Product
- Environment
- Assessment

Curriculum
Presentation
Pacing
Materials
Differentiation

- Content
- **Process**
- Product
- Environment
- Assessment

Grouping
Complexity
Choice
Student-created
Differentiation

- Content
- Process
- Product
- Environment
- Assessment

Modes of expression
Materials
Formats
Differentiation

- Content
- Process
- Product
- Environment
- Assessment

- Seating
- Grouping
- Movement
- Atmosphere
Differentiation

- Content
- Process
- Product
- Environment
- Assessment

Rubrics
Grading
Format
Modes of expression
Differentiation Non-Negotiables

- Supportive learning environment
- Continuous assessment
- High-quality curriculum
- Respectful tasks
- Flexible grouping
NOTES

- Think
- Pair
- Write your definition
- Share
Differentiation Non-Negotiables

- Supportive learning environment
- Continuous assessment
- High-quality curriculum
- Respectful tasks
- Flexible grouping
What are Learning Centers?

Areas set up in the classroom with learning activities directed at a specific:

- Interest
- Skill
- Extended study of an essential concept
Learning Centers

• **Mode of Communication**
  - **Interpretive** (Listening / Reading)
  - **Interpersonal** (Speaking / Writing)
  - **Presentation** (Speaking / Writing)

• **Learner Profile** (Multiple Intelligences, Learning Styles)

• **Task Format** (Matching, Drawing, Recipe, Radio Ad, Survey)

• **Proficiency Level** (Novice Low, Novice Mid, Novice High)
Exploring the Centers

<table>
<thead>
<tr>
<th>LEARNING CENTER</th>
<th>COMMUNICATIVE MODES</th>
<th>TYPE OF LEARNER TO WHICH THIS CENTER WOULD APPEAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Star Talk</td>
<td>INTERPERSONAL</td>
<td>INTERPRETIVE</td>
</tr>
<tr>
<td>A – Animals on the Move</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B – Circle It</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C – Create a Creature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D – Cube Talk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E – Piece It Together</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F – Sing &amp; Move</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G – Story Time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>H – Where Does He Live?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I – Guess Who</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Exploring the Centers

<table>
<thead>
<tr>
<th>LEARNING CENTER</th>
<th>COMMUNICATIVE MODES</th>
<th>TYPE OF LEARNER TO WHICH THIS CENTER WOULD APPEAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Star Talk</td>
<td>interviews</td>
<td>verbal; interpersonal; kinesthetic</td>
</tr>
</tbody>
</table>
Learning Centers
(random groupings)

A. Animals on the Move
B. Circle It
C. Create a Creature
D. Cube Talk
E. Piece It Together
F. Sing & Move
G. Story Time
H. Where Does He Live?
I. Guess Who
Reflection on Learning Centers

How could I transform the learning centers I just experienced to ones I can use for my classroom?
Share how you would transform one of the stations to meet the needs of the:

- Level you teach
- Content you teach
- Students you teach.
Differentiation
Non-Negotiables

- Supportive learning environment
- Continuous assessment
- High-quality curriculum
- Respectful tasks
- Flexible grouping
Flexible Grouping
Grouping can be ...

- Teacher Assigned
- Student Chosen
- Random

Determined by similar or varied:
- Readiness
- Interest
- Learning profile
In a sense, the teacher is continually auditioning kids in different settings—and the students get to see how they can contribute in a variety of contexts.

Carol Ann Tomlinson, 2009
Flexible Grouping

- Vary groups by size and composition
- Whole group • Individual • Pairs • Small groups
- Interests • Learning Profile • Readiness
- Random • Student Choice • Teacher Directed
Quick Way to Pair Students

Turn and Talk
Students turn to the student near them to conduct a quick interaction

- Shoulder, knee, and elbow partners
- No need for students to get out of seats
- Quick way to move to independent practice
Random Grouping

- Grouping cards
- Popsicle sticks
- Matching pairs
- Folded line
- Bumper cars
Clock Buddies: Ways to Group Students

Sign up “buddies” for each of the times.

With your 3:00 partner, talk about one way to group students.

With your 9:00 partner, share what your 3:00 partner said and add another grouping strategy.
Ways to Group Students

High Five Activity

- **Famous Pairs**
  - Make cards with famous pairs (peanut butter & jelly, Oreos & milk, toothbrush & toothpaste). Distribute cards randomly and students find their matching partner.

- **UNO Cards**
  - Decide how you want to group kids and count out corresponding number of cards making sure you have matching cards for each group. Distribute cards randomly and students find others with similar cards.

- **Sticker Picker**
  - Make cards with matching stickers. So if you want groups of 3, you need 3 matching stickers for each group you want. Distribute cards randomly and students find others who have the same sticker.

- **Pick-Up Sticks**
  - Decide how many groups you need and then write numbers on Popsicle sticks. Adjust as necessary depending on your class size. Mix up the sticks and hand them out. Students with like numbers make a group.
Goal Setting

3 • 2 • 1

3 New things I learned about differentiation
2 Strategies that I will try
1 Question I still have
# 10 Quick and Easy Differentiation Strategies

<table>
<thead>
<tr>
<th>10</th>
<th>Adjust the pacing of instruction. Provide extra time to complete tasks.</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Build in extra practice.</td>
</tr>
<tr>
<td>8</td>
<td>Provide auditory cues (routine instructions, transition music, timer).</td>
</tr>
<tr>
<td>7</td>
<td>Provide visual cues (technology, use of color and font, dramatization, anchor charts).</td>
</tr>
<tr>
<td>6</td>
<td>Use graphic organizers to help students organize their thinking (placemats, venn diagrams, etc)</td>
</tr>
<tr>
<td>5</td>
<td>Build in movement (drama, role play, stations, koosh balls).</td>
</tr>
<tr>
<td>4</td>
<td>Group and regroup flexibly for different purposes.</td>
</tr>
<tr>
<td>3</td>
<td>Vary materials – match text to reader or format to ability</td>
</tr>
<tr>
<td>2</td>
<td>Provide CHOICE and acknowledge readiness, interest and learning styles.</td>
</tr>
<tr>
<td>1</td>
<td>Work as a team to identify the resources necessary to support all students’ needs.</td>
</tr>
</tbody>
</table>
Prize drawing!!
Responding to the Needs of All Learners in the Differentiated Classroom

STARTALK May 2016
Deborah Espitia - dwespitia@gmail.com
Leslie Grahn – leslie_grahn@hcpss.org

This presentation contains copyrighted material used under the educational fair use exemption to U.S. Copyright law