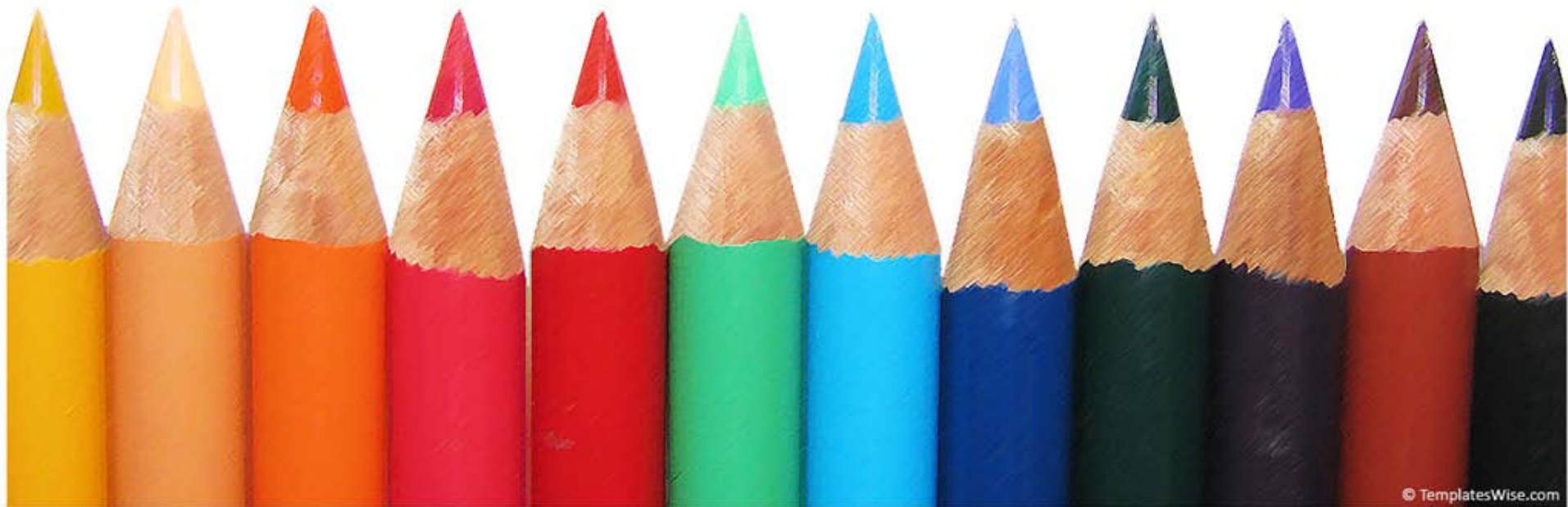


Twelve Steps Towards Differentiation

Sycamore Educators Day, 2011

Drs. Rebecca Elder Hinshaw and Robin Burden

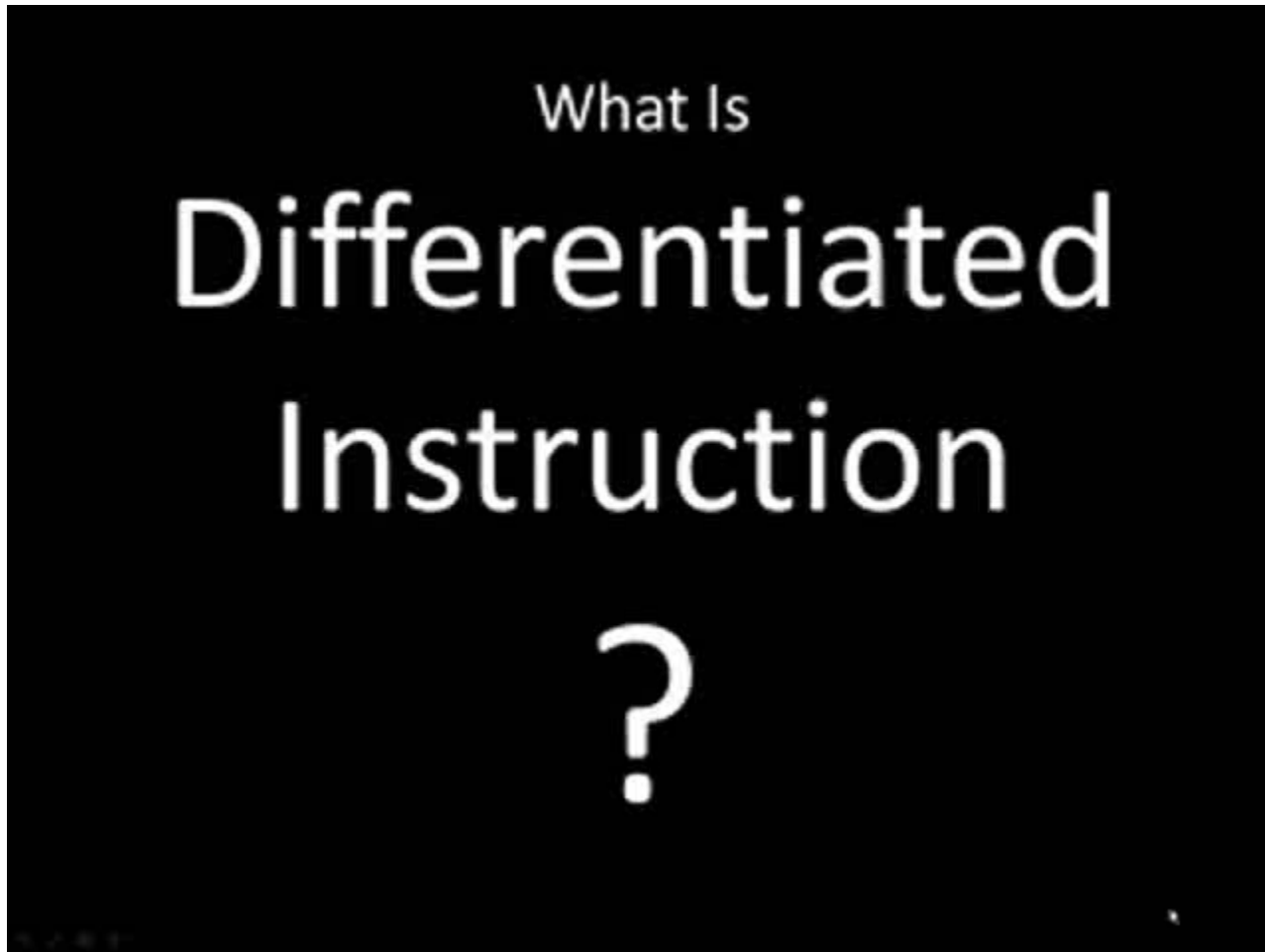


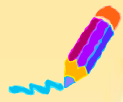
General Education



Differentiated Instruction involves the mindset that every child can learn.

What is Differentiated Instruction(DI)?





1. Acknowledgement and *Mindful* Differentiation

- Example: Questioning Techniques
- Example: Proximity and Behavior
- Example: Reading Groups
- *Mindful* Differentiation: Start small-baby steps

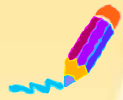




2. Differentiating Content

- What we teach and how students access information (Tomlinson, 2003)
- Books
- Internet
- Movies
- Paintings
- Games





3. Differentiating Process

- How a student comes to understand and assimilate facts, concepts and skills (Anderson, 2007)
- Grouping
- Centers
- Activities at different levels of difficulty

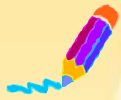




4. Differentiating Product

- How students display or show their knowledge (Kagan)
- Poems
- Videos
- Dioramas
- Posters
- Painting
- Slide Show



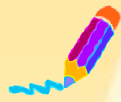


5. Universal Design for Learning (UDL) and DI

- UDL is a curriculum designed approach to increase flexibility in teaching and decrease the barriers that frequently limit student access to materials and learning in classrooms (Rose & Meyer, 2002).
- The theory and research behind UDL intersects with UDL.

<http://www.youtube.com/watch?v=bDvKnY0g6e4>

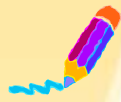




6. Getting To Know You... Student Readiness

- The current knowledge, understanding and skill level of a student
 - Use formal or informal diagnostic assessments
 - pre-tests
 - Questions to activating prior knowledge
 - [KWHL charts](#)

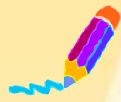




7. Getting To Know You... Student Interest

- What a student enjoys learning about, thinking about, and doing
 - Include students in the planning
 - [Student Interest Inventory](#)

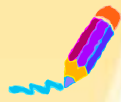




8. Getting To Know You... Student Learning Profile

- A student's preferred mode of learning.
- The goal of learning profile DI is to help students learn in the ways they learn best-and to extend the ways in which they can learn effectively.





9. Strategies for DI Content: Readiness

- Provide texts at varied levels
- Use reading partners
- Use guided notes and [graphic organizers](#)
- Use multi-media like [TrackStar](#)



DI Content: Interest

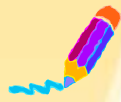
- Provide interest centers
- Use a wide range of material on a wide range of related student interests
- Use students questions and topics to guide lectures
- Use examples based on student interests



DI Content: Learning Profile

- Present in visual, auditory and kinesthetic modes
- Use applications, examples and illustrations from both genders and a range of cultures
- Use wait time to allow for student reflection





10. Strategies for DI Process: Readiness

- Use Tiered activities
- [Flexible Grouping](#)
- Readiness based homework assignments



DI Process: Interest

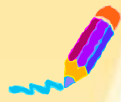
- Use interest based work groups and discussion groups
- Encourage students to design or participate in the design of some tasks
- Use [Tic-Tac-Toe Assignments](#) to integrate choice



DI Process: Learning Profile

- Allow multiple options for how students express learning
- Encourage students to work together or independently
- Balance competitive, collegial, and independent work arrangements





11. Strategies for DI Product: Readiness

- Develop rubrics or other benchmarks based on both grade-level expectations and individual student needs: [RubiStar](#)
- Provide bookmarked Internet sites at different levels for research



DI Product: Interest

- Encourage students to create their own product assignments as long as the assignments contain required elements
- Use choice boards
- Allow students to use a range of media or formats



DI Product: Learning Profile

- Provide visual, auditory, and kinesthetic product options
- Teach students how to use a wide range of product formats
- Ensure connections between product assignments and a range of student cultures/communities





12. Celebrate and Plans for Differentiation

