

DIFFERENTIATED INSTRUCTION SUBMISSION

“Differentiating instruction is a form of instruction that seeks to “maximize each student’s growth by recognizing that students have different ways of learning, different interests, and different ways of responding to instruction. In practice, it involves offering several different learning experiences in response to students’ varied needs. Educators may vary learning activities and materials by difficulty, so as to challenge students at different readiness levels; by topic, in response to students’ interests; and by students’ preferred ways of learning or expressing themselves.”
<http://www.ascd.org/research-a-topic/differentiated-instruction-resources.aspx>

Diane Ravitch, ASCD

Differentiating instruction is teaching objective(s) in different ways to meet the needs of all learners.

“Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction.”

Carol Ann Tomlinson

DIFFERENTIATION:

Effective teaching includes plans that differentiate instruction in order to meet the needs of all students. During the internship, you are required to include plans for differentiation (remediation and enrichment) in all weekly plans. This assignment should not be viewed as anything *extra* or *additional* that you have to do – It’s merely submitting information about what you are doing on a daily basis.

As an effective teacher, your focus must be on all students – those that struggle, those that are average, as well as the above average/gifted students. You want to keep all students in mind when planning your lessons. Sometimes teachers plan one method of teaching the topic of study and are unprepared when students do not understand what is being taught. To prevent this from happening to you, constantly think about your students and ask yourself questions while you are planning your lessons. This will help you be more prepared while teaching as well as benefit all the students you teach. Ask questions like...

- “What if Mary doesn’t understand this concept the way I’ve planned to deliver it? How can I help her to understand what I’m teaching?” (Have more than one method of delivery planned. Plan several ways to explain the same concept. Use videos, visuals, demonstrations, etc.)
- “How can I help Tommy understand adding fractions? What do I need to have planned to help him internalize the concept?” (Plan to have manipulatives available, or find a computer game/activity that teaches the same concept.)
- “Jasmine is a percussionist who is bored with her part. What can I do to engage her more?” (Find or write something more complicated for her – something that will challenge and interest her.)
- “John is not good at sports and does not enjoy P.E. Marcus, on the other hand, is a gifted athlete who loves P.E. What can I do to help John enjoy P.E. and want to participate? Also, how can I challenge Marcus and keep him interested in the activities I’ve planned?” (Plan ways to build John’s confidence – ease him in to activities with praise and encouragement. Could he be the referee or the Coach’s assistant? Could you plan for Marcus to be John’s partner and ask Marcus to ‘teach’ John some of his skills?)

SUBMISSION:

- You may not submit information or work samples for students who did not return their Parent/Guardian Consent Form or for students whose parents did not consent.
- As stated previously, this is not an extra or additional assignment. You are choosing differentiation methods that you planned and implemented with your students. Therefore, you may begin completing the documentation form in TaskStream as soon as you begin teaching.
- You will use the form created in TaskStream to document and reflect on several of the differentiation methods planned and implemented while teaching. Complete parts of the form weekly throughout the first placement and save it each time. This would be much easier than trying to remember everything you’ve implemented all at once. Submit once everything is complete and by the due date.
- You will document and reflect on twelve DIFFERENT methods of differentiation – Six methods implemented for struggling students and six methods implemented for above average/gifted students. Differentiation should be engaging, innovative, and creative. WORKSHEETS CANNOT BE USED AS A METHOD OF DIFFERENTIATION.

- At least three of the six methods implemented for struggling students and three of the six methods for above average/gifted students must be research/evidence-based strategies with sources documented. (See *Differentiation Instruction Resources* at the end of this assignment sheet for source suggestions.)
- The strategies you choose to submit may be strategies implemented on one or more than one struggling student and one or more than one above average/gifted student.
- What if a strategy you implement isn't effective? There are times when differentiation strategies aren't as effective as we thought they would be. This is a learning experience and is still considered valuable information. If a method was ineffective and made no difference in the achievement of student(s), record and reflect on this method anyway. Explain what you plan to do next? Why wasn't it effective?
- If struggling student has an IEP, request to view it so you will have a better understanding of the student's needs. If not able to view IEP, ask your teacher or the special education teacher to explain the specific needs of the child.

POINTS TO REMEMBER WHEN PLANNING:

- Differentiation must meet each student's individual needs.
- Documentation should include different ways or methods of differentiation. For example, if you were teaching vocabulary and a student did not understand the meanings of the words through class discussion, what would you do? How would you teach the words in a different way to this student? What are some other methods you could use?
- Differentiation should help struggling students master objectives successfully and extend advanced students' learning through challenging tasks and projects.
- Differentiation for struggling students usually takes place during the school day, just because of the nature and needs of these students. They usually struggle with independent tasks, require more direction, guidance, and supervision, etc. There are several websites under resources that will help you plan differentiation for these students.
- Differentiation for gifted/advanced/above average students can be projects/activities that they complete independently at home or at school. Provide them with choices of various activities or projects that will extend their learning of the topic being taught. The following are examples of differentiated instruction for advanced students :
 - Above average students in geometry may be asked to complete some type of quilt project at home that they will present to the class when finished. (<http://www.thecraftstudio.com/qwc/quiltsYour/jean.htm>; http://mercury.educ.kent.edu/database/eureka/documents/LessonPlan_QuiltingGeometry.pdf)
 - Elementary students studying the American Symbols could be asked to create a flag exemplifying facts about their family. (<https://www.teachingchannel.org/videos/building-student-identities>)
 - For science, students could create biome brochures. (<http://sciencecushmeer.blogspot.com/2013/03/biome-travel-brochure-project.html>)
 - For music, students could compose a piece of music, build/create their own musical instrument, reinforce skills in critical thinking, listening, memory, visualization, and concentration through singing, etc. (<http://oldweb.madison.k12.wi.us/thoreau/activities.htm>; <https://www.teachervision.com/activity/resource/5855.html>)
 - In PE, students could create their own game that must include specific criteria (<http://www.humankinetics.com/excerpts/excerpts/an-introduction-to-student-designed-games>). This website has lots of suggestions. Refer to the section titled *For those who are Gifted and Talented in Physical Education* under the heading *Provision of the Gifted and Talented pupils in Physical Education* (http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=0CDAQFjAB&url=http%3A%2F%2Fwww3.hants.gov.uk%2Fhssps_g_t_pe_sport_dance_policy_agreed_version_june_2007.doc&ei=K3tNU9ykIIXK8wGsp4DwBw&usq=AFQjCNGPTv6DWbwVpzzr_k09odJi6o69psA&sig2=ygNMwmgAOFwuPYNg35ZmgQ)

DIFFERENTIATED INSTRUCTION RESOURCES

Websites:

<http://ies.ed.gov/ncee/wwc/default.aspx> - What Works Clearinghouse - We review the research on the different *programs, products, practices, and policies* in education. Then, by focusing on the results from *high-quality research*, we try to answer the question “What works in education?” *Our goal* is to provide educators with the information they need to make evidence-based decisions.

<http://www.interventioncentral.org/> - Intervention Central provides teachers, schools and districts with free resources to help struggling learners and implement Response to Intervention and attain the Common Core State Standards.

http://www.internet4classrooms.com/links_grades_kindergarten_12/sample_units_lessons_differentiated_instruction.htm - Differentiated Instruction: Sample Units/Lessons for K-12

<http://www.scholastic.com/teachers/article/8-lessons-learned-differentiating-instruction> - 8 Lessons Learned on Differentiating Instruction

<http://bcove.me/0r9eoeua> – Educating Everybody’s Children

http://youtu.be/i_QnmAuFpQI - Differentiated Instruction in Math

<http://youtu.be/1SWQ7alGawI> - Teaching High School – Differentiated Instruction

<http://www.youtube.com/watch?v=akvDT9KFZPw&feature=share&list=PLIN8LzEP6HQrY4ZFILi1XMihoQRwSoq20> – Differentiating Instruction in Secondary Education, grades 6-12

<http://youtu.be/Qf3tyJqQTio> - Differentiation with real-world perspectives

<http://youtu.be/NMOsasZBuo4> - Differentiating Instruction for band/music students

<http://youtu.be/iZoRPcbcpQo> - Differentiation in Physical Education

<http://youtu.be/gdVhI9eE7Ck> – Differentiation with Gifted Students

Books:

Leading and Managing A Differentiated Classroom by Carol Ann Tomlinson and Marcia B. Imbean

Differentiated Instructional Strategies – One Size Doesn’t Fit All by Gayle Gregory and Carolyn Chapman

Differentiation and the Brain – How Neuroscience Supports the Learner-Friendly Classroom by Sousa and Tomlinson

This book also has downloadable reproducibles at <http://www.solution-tree.com/>.

We also have SEVERAL differentiated instruction resources in the OCFBI office in 318 Allen Hall.