

Differentiate Instruction Science Hill High School

October 20-22, 2008

Agenda

- I.** Jig Saw Activity – Chapter 1 of *Differentiation From Planning to Practice Grades 6-12* by Rick Wormeli – Dr. Snyder
- II.** History of Differentiated Instruction – Dr. Edwards
- III.** Tying DI to Rigor, Relevance, and Relationship – Dr. Snyder
- IV.** Standards Based Teaching – Dr. Edwards
- V.** Group DI Lesson Plan Activity - All

Chapter 1 - Handout

Divide teachers into three groups. Read passage, take notes, and discuss in your group – 10 minutes

Group 1: Rationale p. 1-4 and How to Extend These Processes to Any Subject p. 12-13

Group 2: D.I. in the Classroom p. 4-7 and How to Extend These Processes to Any Subject p. 12-13

Group 3: Defining Differentiated Instruction p. 7-12

Divide into groups where persons from Group 1, 2, and 3 are in the same group. Explain each passage so all have the benefit of summarizing the chapter. – 10 minutes

History of Differentiate Instruction

What really matters in teaching?

the students...

In effective classroom, teachers consistently attend to four elements:

- Whom they teach (students)
- Where they teach (learning environment)
- What they teach (content)
- How they teach (instruction)

What does a differentiated classroom look like?

- Teacher responds to the variations in students' readiness.
- Teacher responds to the myriad of students' interest.
- Teacher respects the various students' learning styles.

and.....

- Learning experiences are based on student readiness, interest, or learning profile.
- Assessment is ongoing.
- Tasks are adjusted based on assessment data.
- Teacher is primarily a coordinator of time and activities.

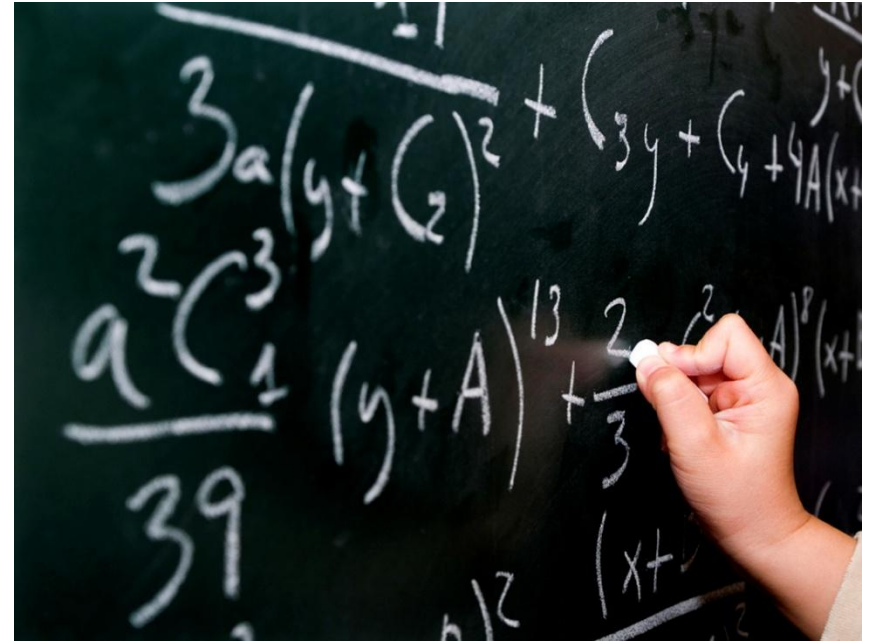
and.....

- Students work in a variety of groups & configurations.
- Time is flexible and is based on student needs.
- Teacher uses a variety of instructional strategies to help target instruction to student needs.
- Clearly established criteria used to support student success.

finally...

- Student strengths
are emphasized!

- I hear – I forget
- I see – I remember
- I do – I understand



Differentiated Instruction is

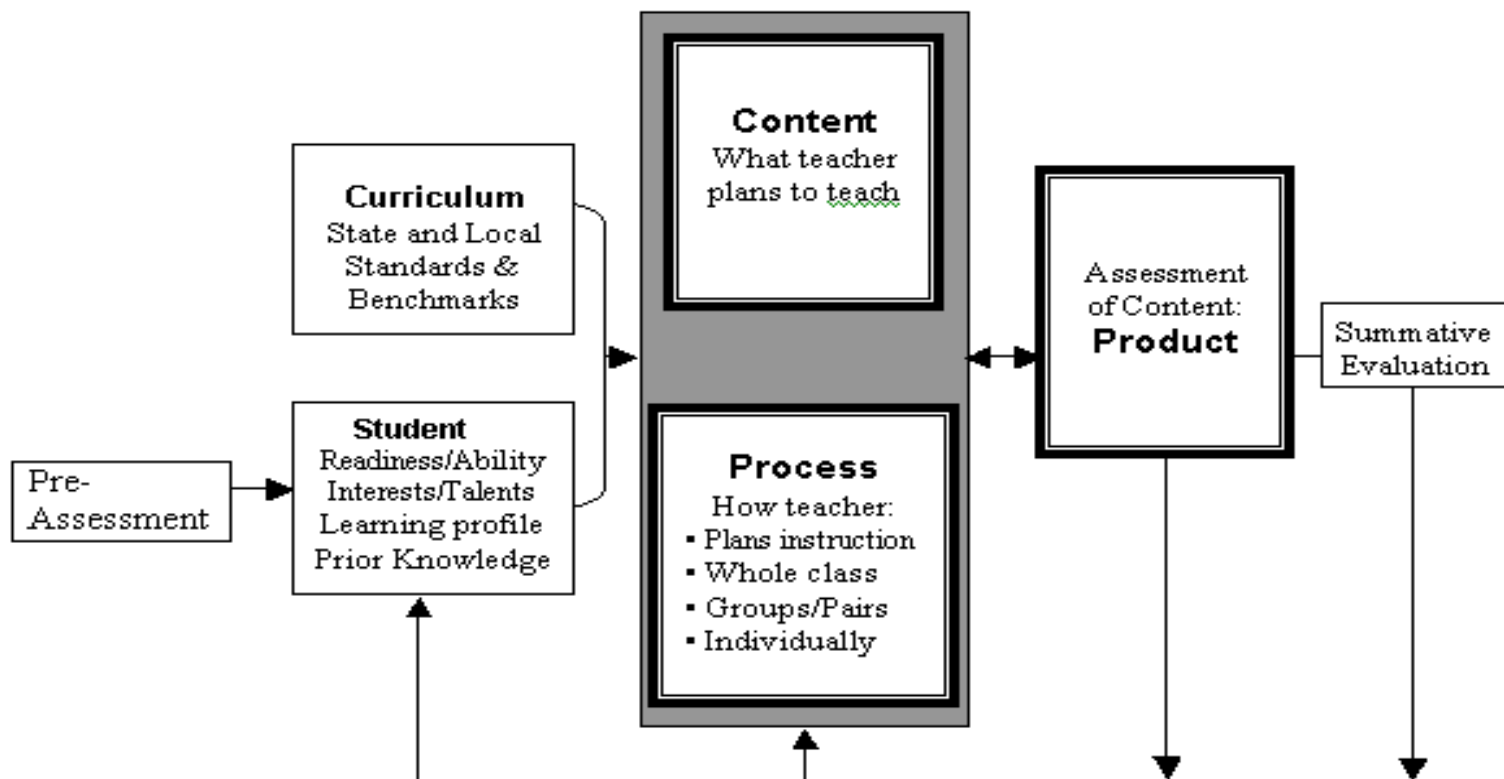
- Rigorous
- Relevant
- Flexible & varied
- Complex

Background of DI

- **Marzano** – Meeting the needs of our students with a variety of instruction through brain-based teaching strategies
- **Bloom** – Learning is an active process & Bloom's taxonomy
- **Gardner** – Understanding through the theory of “Multiple Intelligences

Learning cycle and decision making for DI

(Tracey Hall, Ph.D., Senior Research Scientist, NCAC)

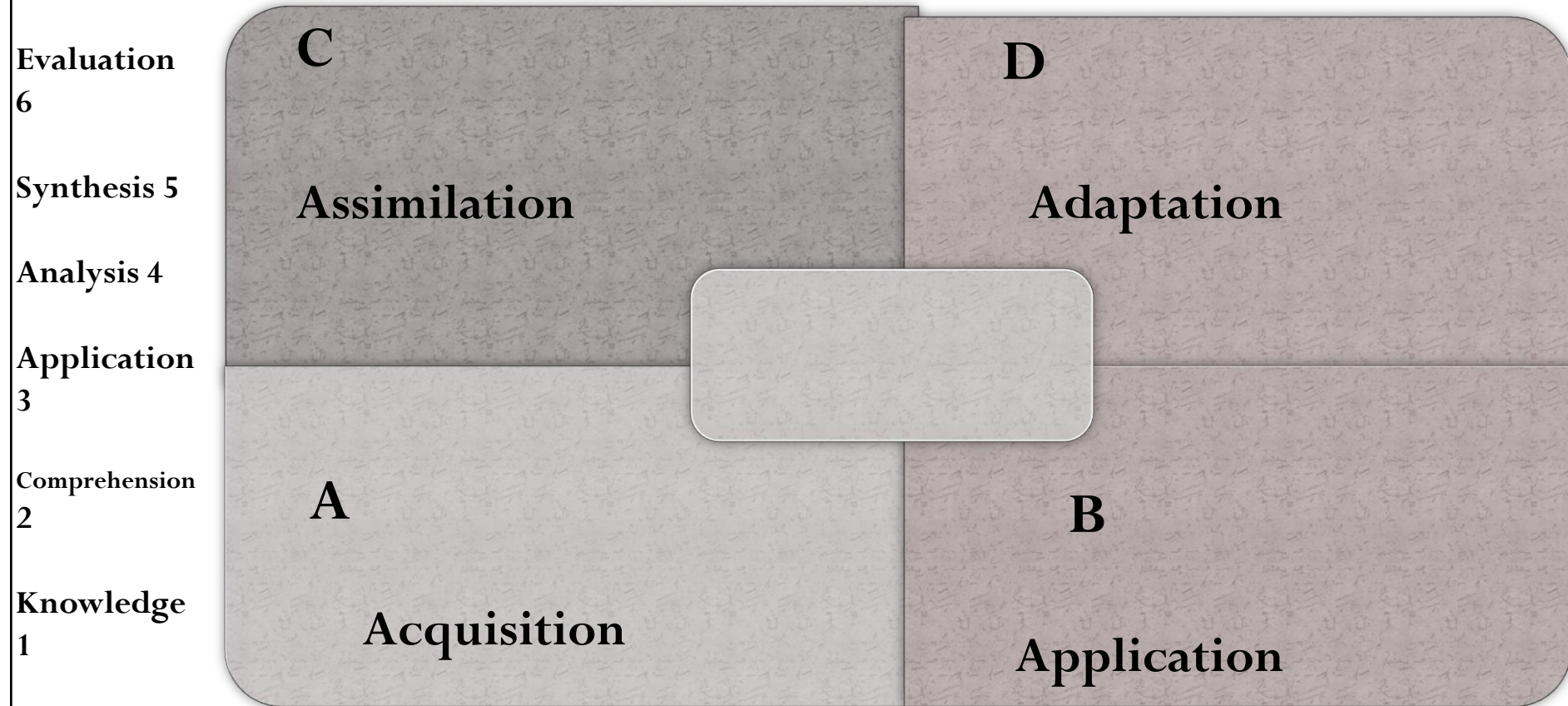


(adapted from Oaksford, L. & Jones, L., 2001)

- Differentiated Instruction tells us HOW to teach.

Curriculum tells us WHAT to teach.

Rigor/Relevance Framework



1 – Knowledge 2 -Apply in discipline 3- Apply across disciplines 4 – Real-world predictable situations 5 – real-world unpredictable situations

Planning Instruction - Handout

- **Knowledge Taxonomy Verb List**
- **High School Examples for Planning Instruction**
- Blank Worksheet
- **Relationship of Assessments to Rigor/Relevance Framework**
- **Planning Rigorous and Relevant Instruction**
- **Examples of Student Work**
- Practice Linking Standards and Student Work

Standards Based Teaching

Standards Based DI

- Standards reflect knowledge, understanding and skills valued by experts in the disciplines.
- Standards are reflected in the curriculum –standards are NOT the curriculum.
- Standards are embedded in our curriculum.

- Standards should not kill the joy of learning.
- Standards should be relevant to students and their needs for now AND later.
- Standards based learning does not conflict with best teaching practice.

Differentiated Instruction

<http://www.internet4classrooms.com/k12links.htm>

Are you ready for DI?

<http://people.virginia.edu/~mws6u/diff/index.htm>

Pairing Activity

Using the activity you brought to today's session, develop two ways to teach it to different audiences.