

THE DIFFERENTIATED CLASSROOM: REACHING EVERY STUDENT

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My Early Lessons with Differentiation

- **Residential Treatment Center**
- **Youth Acute Psychiatric Hospital**
- **Therapeutic Boarding School**
- **Resource High School**

Objectives



- 1. Define differentiation**
- 2. Explore a differentiated lesson**
- 3. Participate in a small group tiered activity**
- 4. Learn 4 formats for tiered differentiation strategies**
- 5. Tier a current activity or lesson**

Let's Have a Little Fun



Table Discussion

What resonated with you? Did you see yourself as an educator in any of these scenes?

Did you know that...

Differentiation is really as simple as getting to know your students and being flexible?

What Differentiation is not...

- Individualized instruction with a different test or quiz for each student
- Chaotic
- Providing modifications



Education Week Video...

In an animated video published by *Education Week* this fall, he explained that differentiating instruction is really about getting to know your students and being flexible with the ways they demonstrate their learning. It is not, in fact, about spending your evenings planning a separate lesson for each student.

The Language of Differentiation

- **Content**
- **Process**
- **Product**

Basic

Medium

Advanced

Content: What is Taught

- **Using reading materials at varying readability levels**
- **Using spelling or vocabulary lists at readiness levels of students**
- **Presenting ideas through both auditory and visual means**
- **Meeting with small groups to re-teach an idea or skill for struggling learners, or to extend the thinking or skills of advanced learners**

Process: How it is Taught

Tiered activities with the same understandings and skills, but with different levels of support, challenge, or complexity

Provide interest centers that encourage students to explore subsets of the class topic of particular interest to them

Develop personal agendas to be completed either during specified agenda time or as students complete other work early

Offer manipulatives or other hands-on supports for students who need them

Vary the length of time a student may take to complete a task

Product-How Students Demonstrate Learning

- **Giving students options of how to express required learning (e.g., create a puppet show, write a letter, or develop a mural with labels);**
- **Using rubrics that match and extend students' varied skills levels;**
- **Allowing students to work alone or in small groups on their products; and**
- **Encouraging students to create their own product**

Table Discussion

Why differentiate?

Let's Look at a Differentiated Lesson Template...

Start it if time before the break

Break Time



Tiering is...

- **Sophisticated differentiation**
- **Teaching to the same standard & learning goal**
- **Done as necessary & appropriate...you don't have to do it everyday for every subject**
- **Formative assignments**
- **Best when “invisible”**

When to Tier?

RESPONDING to differences as they appear
in the teaching/learning process

ANTICIPATING differences based on knowing
your students

REFLECTING on recurring differences year
after year

Tiering Group Activity

- 1) Divide into groups
- 2) 15-20 minutes for activities
- 3) Share and discuss

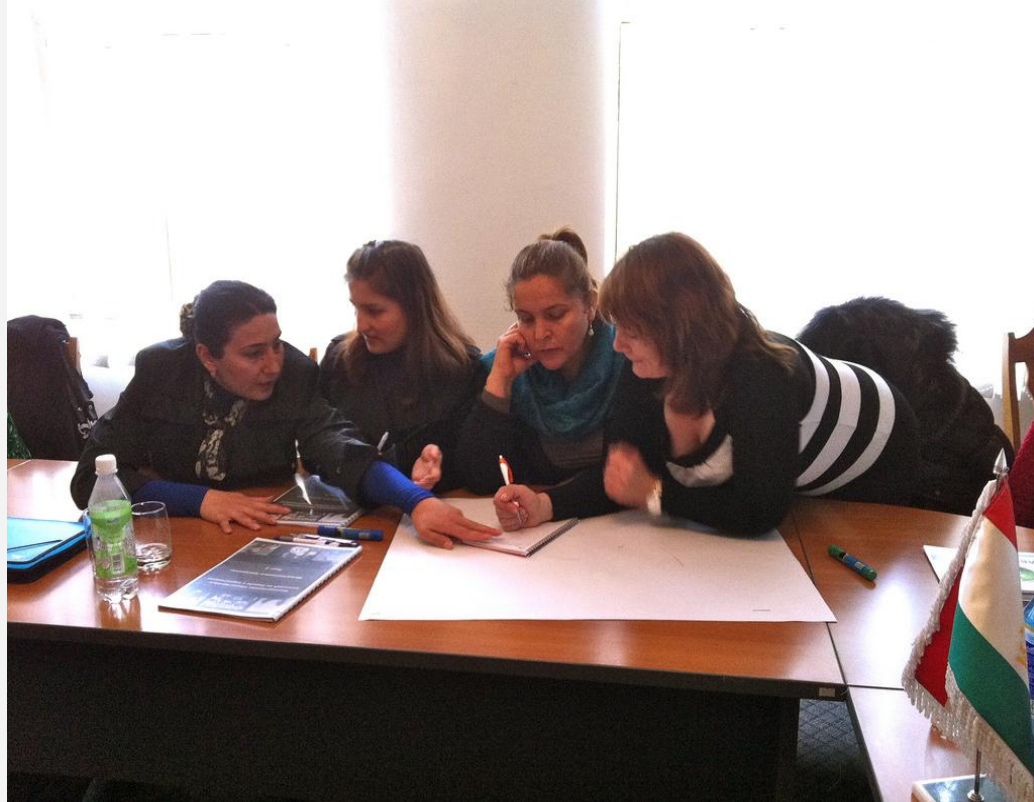


Table Discussion

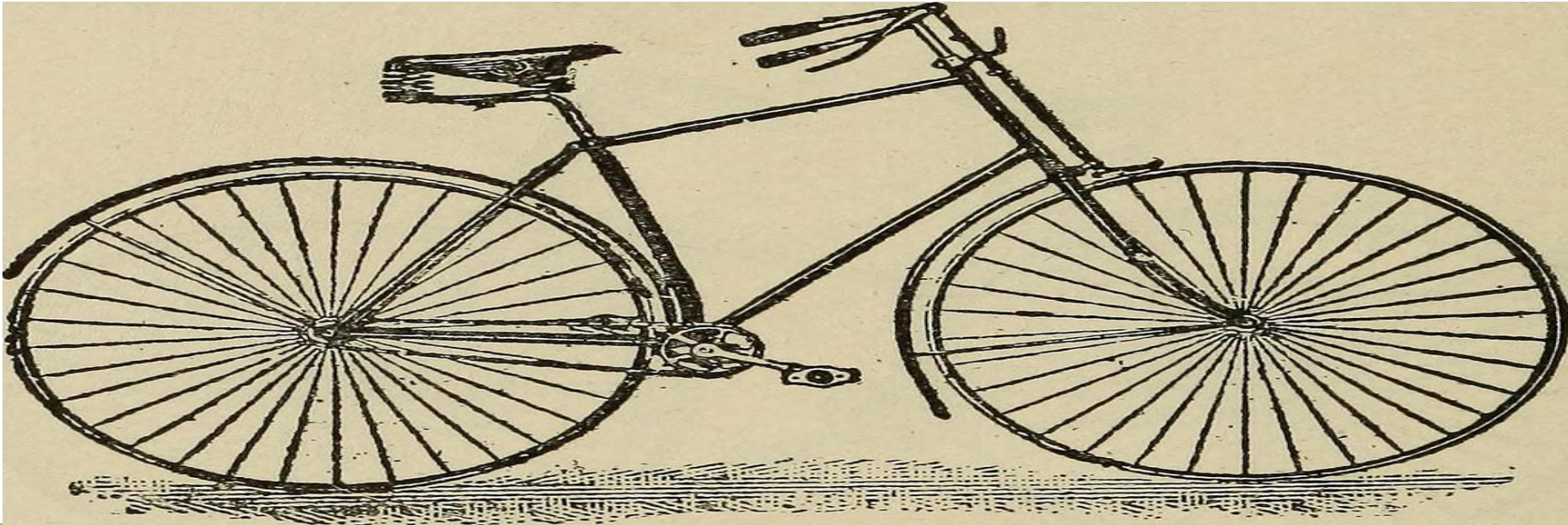
- **How was this tiering invisible?**
- **What other ways can teachers make tiering invisible?**

Tier by Challenge or Complexity



Simple Machines Task 1: **Basic**

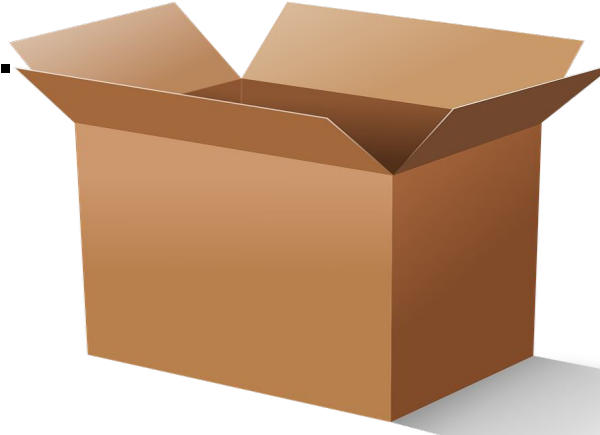
- Draw five examples of levers, wheels, and axles that you use in your daily life.
- Describe how each makes your life easier.



Simple Machines Task 2:

Medium

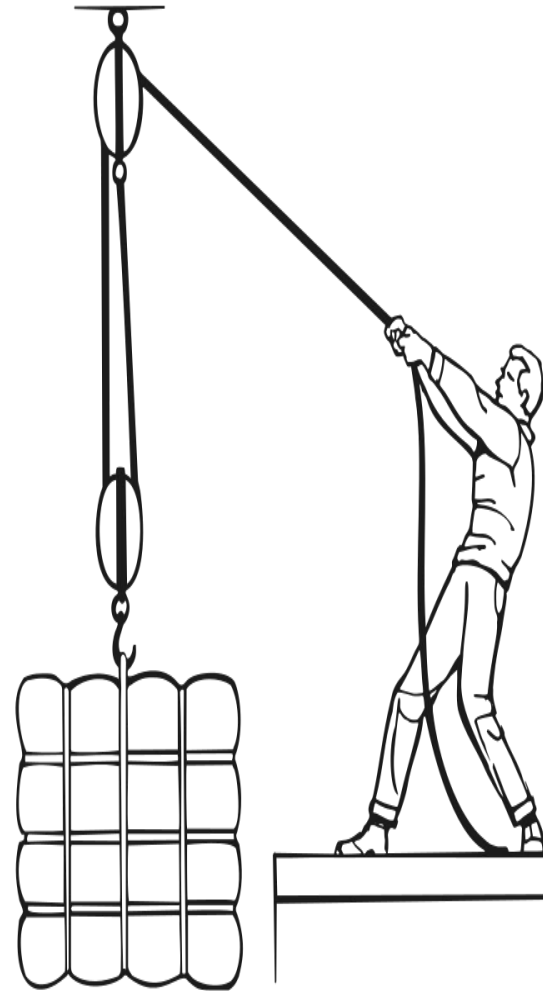
- A huge box needs to be moved from one room to another.
- Design and diagram a machine that uses both a wheel, an axle, and a lever to move it.
- Describe how it works.



Simple Machines

Task 3: **Advanced**

- Write a problem that could be solved using two or more simple machines.
- Sketch or diagram and describe how the combination of simple machines would solve the problem.



Tier by Degree of Structure



Word bank for all 3 assignments

cactus

very dry

water

coniferous

ponds and rivers

snakes and lizards

coastal forests

tidepools

desert

grasslands

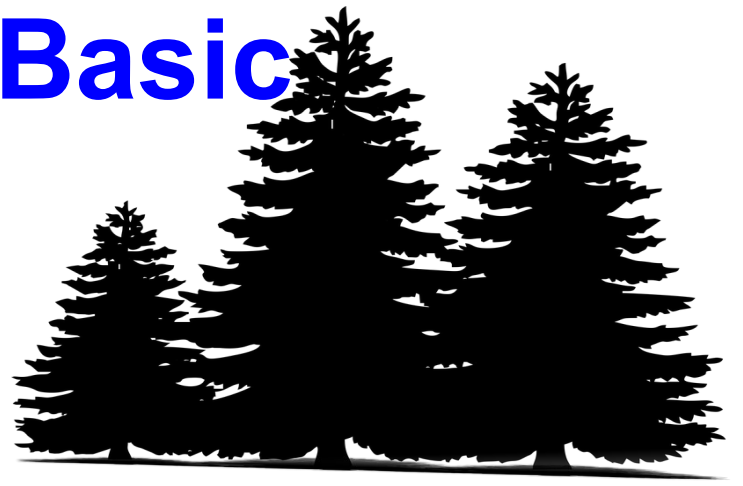
70% of earth's surface deserts

moose, bears & wolves

large flat areas covered with grass, etc.

Ecosystem Task 1: Basic

FORESTS



Subtropical

Deciduous

Ecosystem Task 2: Medium



Forests

Water

Deserts

Grasslands

Ecosystem Task 3: **Advanced**

Using a given word bank (or make your own), create a graphic organizer listing each ecosystem and its characteristics



Tier From Concrete to Abstract Applications



Heroes & Villains Task 1: **Basic**

Chart characteristics of a villain and a hero from a book using a **graphic organizer**. Be prepared to share your ideas.



Heroes & Villains Task 2: Medium

Identify the characteristics of heroes and villains and **provide examples** from the book. **Explain** (summarize) what makes the character a hero or a villain.



Heroes & Villains Task 3: **Advanced**

What redeeming qualities does the villain of the book exhibit?

What is the “shadow side” of the hero character in the book?

Write and prepare a convincing argument for each to share with our class.



Tier by Learning Preference

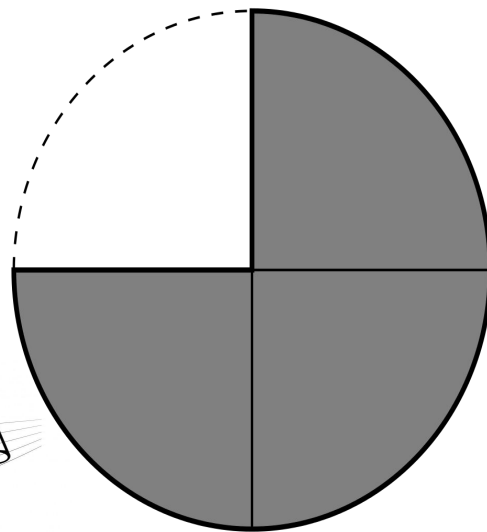
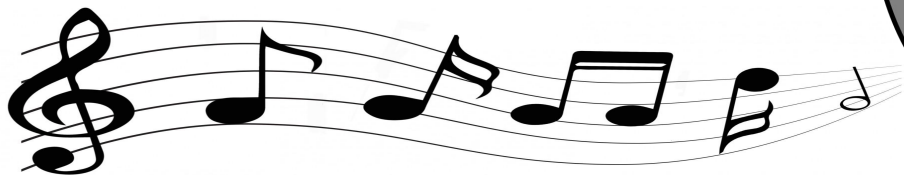
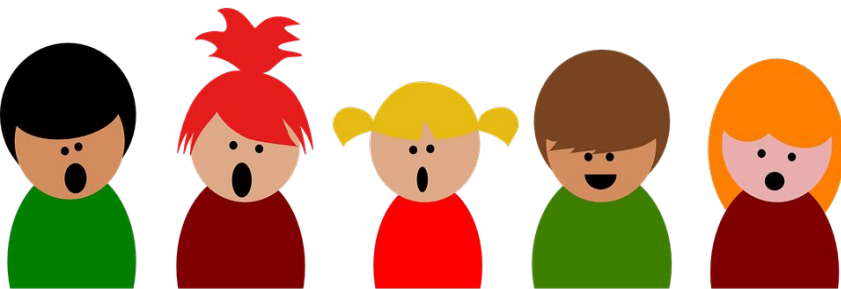


Say it
Count it
Picture it
Move it
Hum it
Lead it
Reflect on it
Investigate it
Consider it

Fractions & Decimals Task One:

Musical/Verbal Linguistic

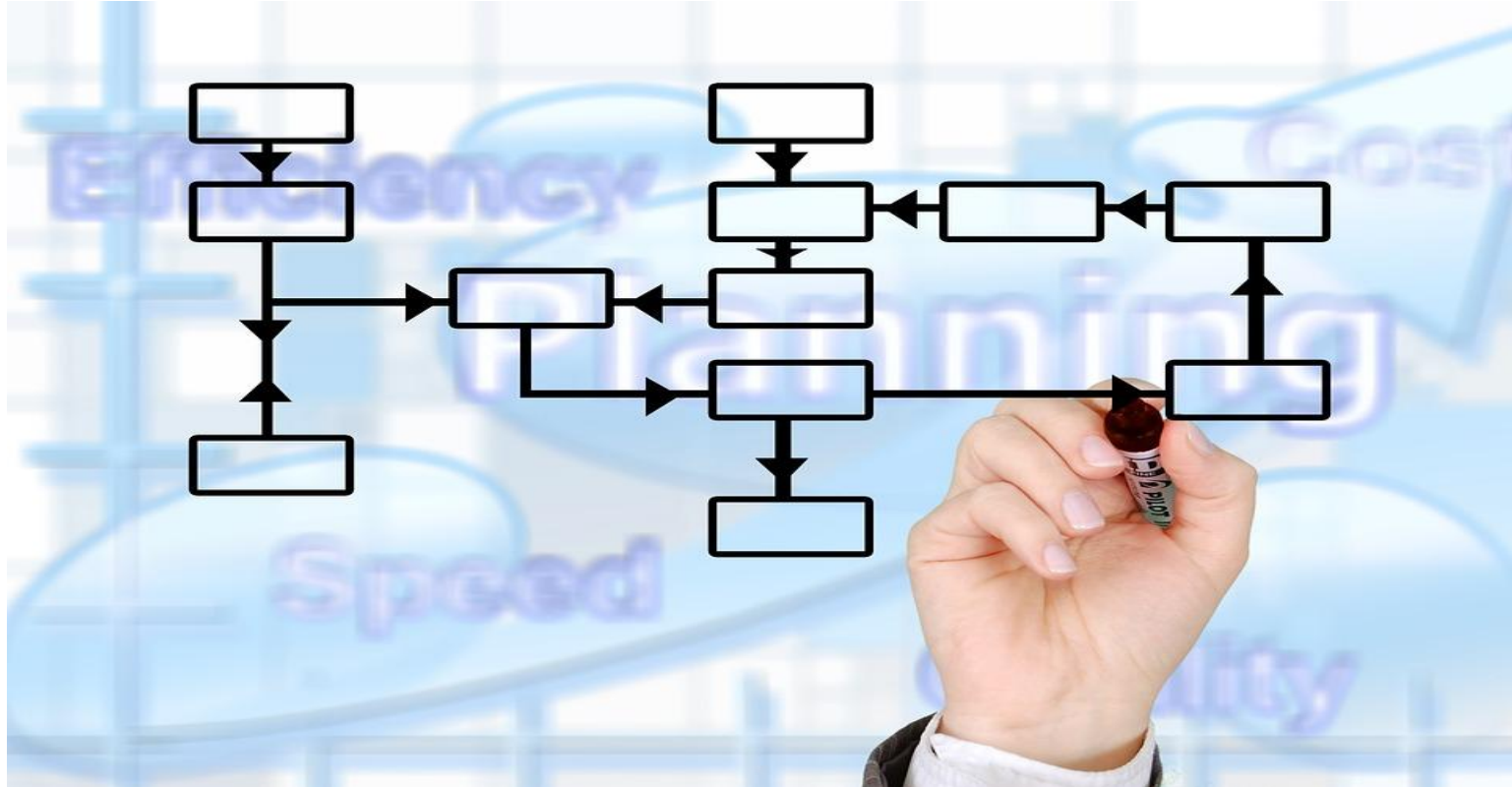
Create a jingle, chant, or rhyme to help us remember how to change fractions to decimals.



= 0,75

Fractions & Decimals Task Two: **Visual Spatial**

Construct a flowchart to show how to turn fractions to decimals



Fractions & Decimals Task 3: Logical Mathematical/Intrapersonal

Write a “text message” from a decimal to a fraction convincing it to convert to a decimal. You may use abbreviations



				0
				5
22 0	99 $\frac{1}{4}$	2 10 $\frac{14}{397}$	2 10	0
				0
23 1	90	2 16	2 15 $\frac{3}{4}$	0

Work on a tiered activity...

See Tiered Lesson Plan Template

Share Out

- **What worked for you?**
- **What did not work?**
- **What is one idea that you can take and use in your
classroom or school soon?**