



# **Differentiating Instruction for All Learners: Teaching for Success**

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Project CHOICES

LRE Conference January 2010

TheodoreSizer, Brown University, tells us that student diversity is inescapable.

Goals for this session:

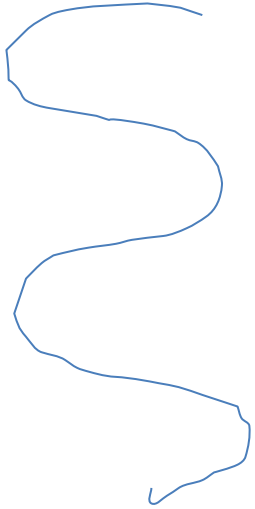
- **think about** teaching approaches that help all learners;
- **learn** how to adapt your instruction to address student diversity;
- **explore** how you can differentiate your classroom instruction through content, process and products.



Change is the  
nature of the  
universe



We are all  
Human Beings



We, Human  
Beings, all live  
and play in 1  
world that is  
differentiated



# Five Minds of the Future

The Disciplinary Mind: the mastery of major schools of thought, including science, mathematics, and history, and of at least one professional craft.

The Synthesizing Mind: the ability to integrate ideas from different disciplines or spheres into a coherent whole and to communicate that integration to others.

The Creating Mind: the capacity to uncover and clarify new problems, questions and phenomena.

The Respectful Mind: awareness of and appreciation for differences among human beings and human groups.

The Ethical Mind: fulfillment of one's responsibilities as a worker and as a citizen.

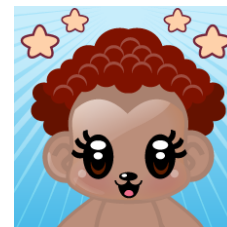
Children are mandated to attend school until 17 years of age.

Most parents choose to have their children educated through a school which, in essence, is a microcosm of society - a place where students are prepared for adulthood, learning how to become responsible citizens.

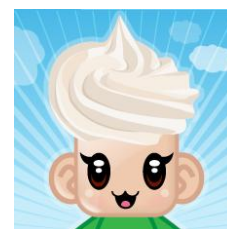


**B  
A  
S  
I  
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S**

Love/Belonging (Trust and Safety)



Power (Control over your own life and learning, feeling respected)

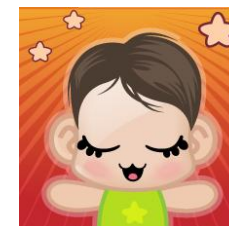


Freedom (Choice)



Fun (Discovery)

Generosity (Empathy and understanding)



Their brain love:

Novelty

Meaning

A Safe Environment to take risks

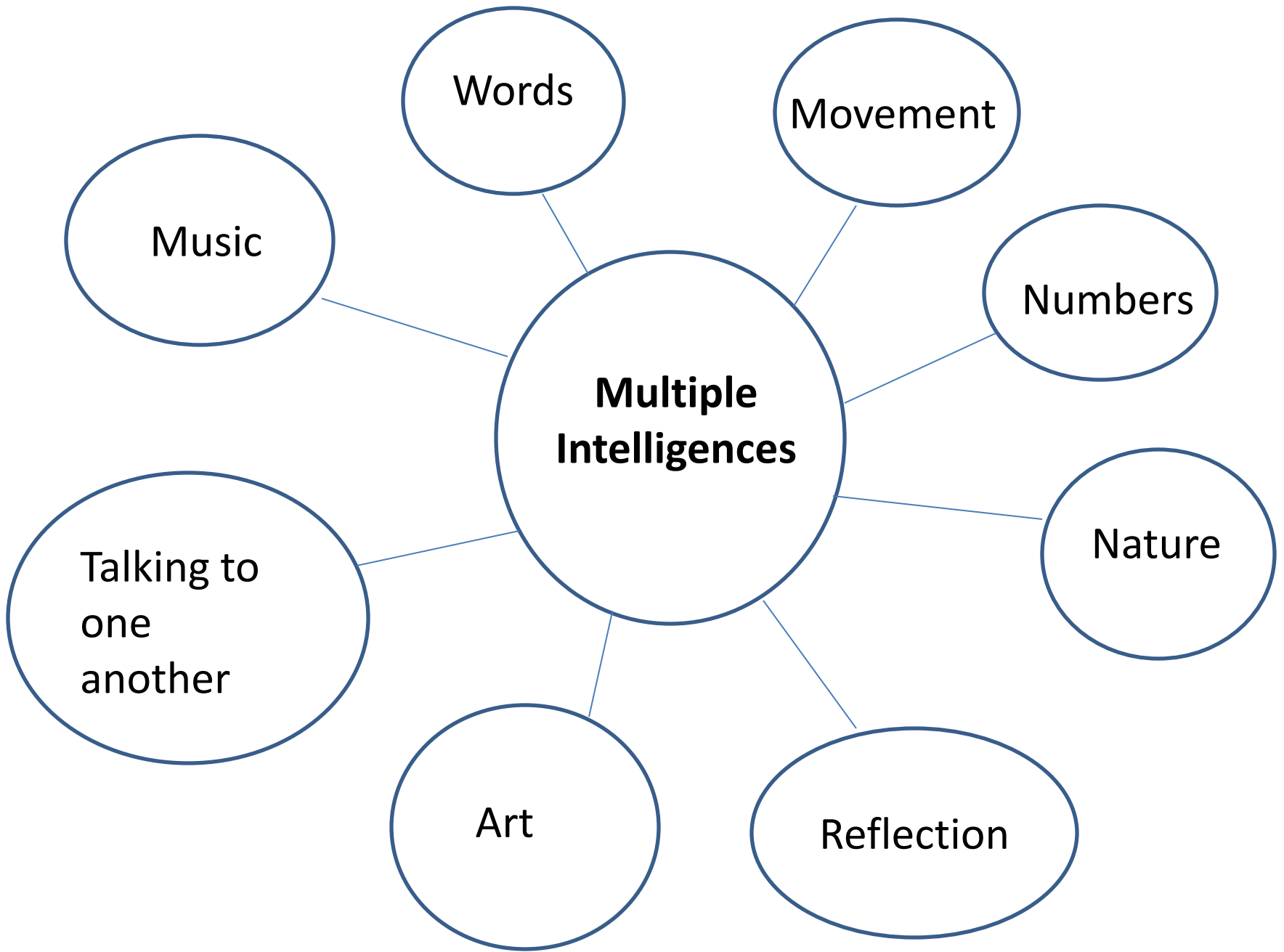
Patterns



***If there is an emotional component to a lesson, probabilities increase for content to be remembered,***

and

***Mistakes are only opportunities for learning***



Words

Movement

Numbers

Nature

Reflection

Art

Talking to  
one  
another

Music

**Multiple  
Intelligences**

We learn.....

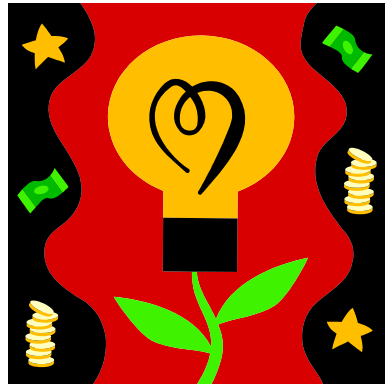
10% of what we hear

30% of what we see

50% of what we hear and see

75% of what we experience

95% of what we teach



William Glasser

Something to know  
About Your  
Classroom

A few  
will need  
more

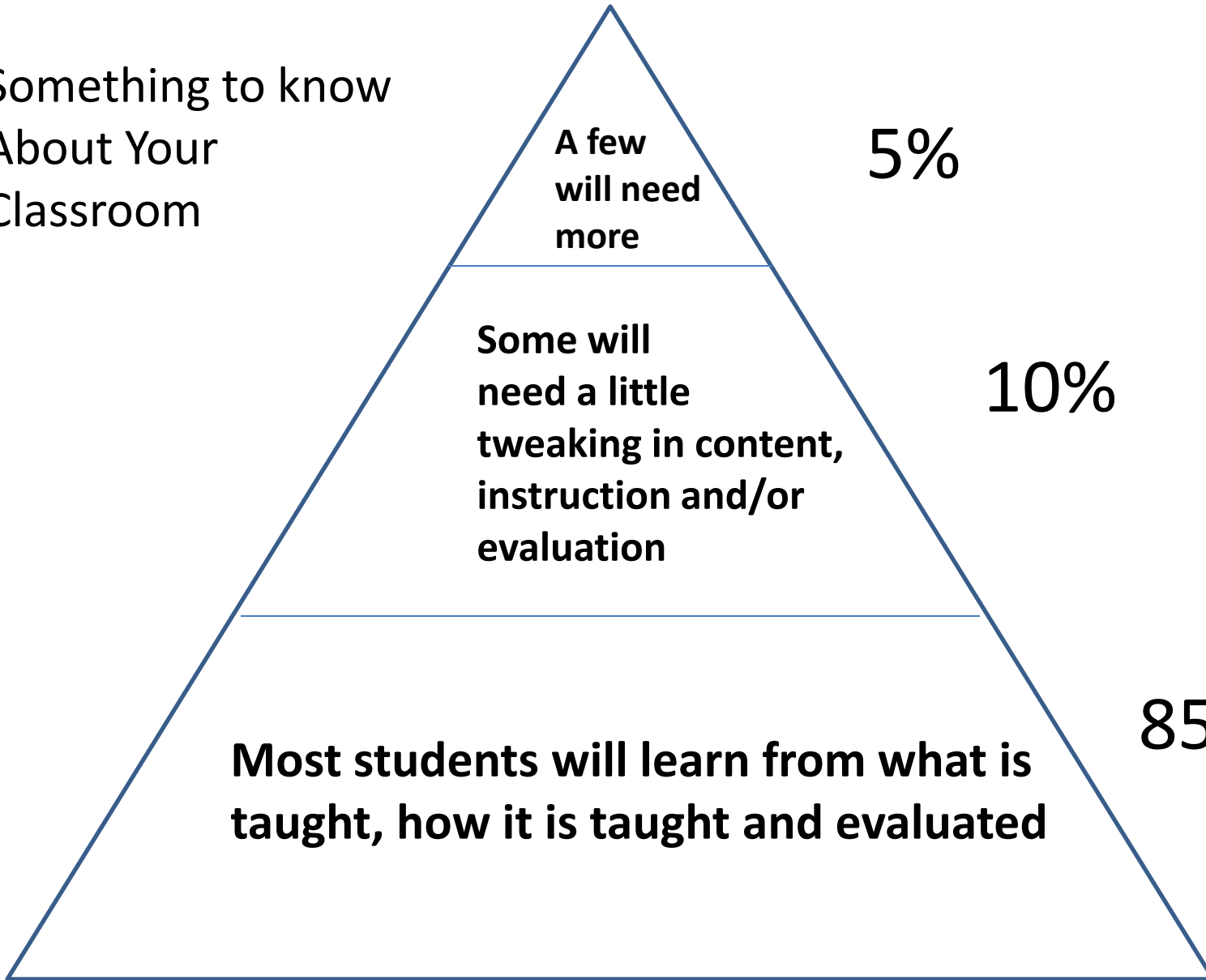
5%

Some will  
need a little  
tweaking in content,  
instruction and/or  
evaluation

10%

Most students will learn from what is  
taught, how it is taught and evaluated

85%

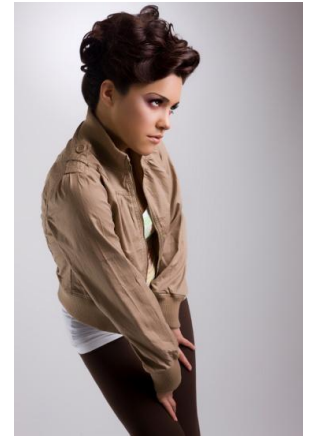


## Guiding Principles

- Every human being has the capacity to learn something about everything (s)he is exposed to or experiences in different ways to various degrees
- Students learn from each other
- We, as teachers, are capable of teaching *all* students

# Definition

On a simple level, differentiated instruction is teaching with student variance in mind. It means starting where the students are rather than adopting a standardized approach to teaching that seems to presume that all learners of a given age or grade are essentially alike. Thus differentiated instruction is “responsive” teaching rather than “one-size-fits-all” teaching.



## Differentiated Instruction .....

- \*provides several ways for students to take in information, make sense of ideas and demonstrate what they have learned.

- \*anticipates differences in readiness, interests and learning profiles.

- \*creates different paths for students to learn as much as they can, as deeply as they can without anxiety and boredom.



ASCD, Tomlinson, Differentiating Instruction

A fuller definition of differentiated instruction is that a teacher proactively plans varied approaches to what students need to learn, how they will learn it, and/or how they can express what they have learned in order to increase the likelihood that each student will learn as much as he or she can as efficiently as possible.

(Tomlinson, 2003)



“Students learn better when they are clear on the big ideas and key skills being explored rather than learning many discrete facts to cover the curriculum.



*” Differentiating Instruction, ASCD, 1-800-933-2723, [www.ascd.org](http://www.ascd.org)*

As teachers, we want students to.....

Know (Content)

Understand (Process/Activities)

Do (Products)



They come to us with.....

Readiness (Skills they have)

Learning Profiles (Ways that characterize them as learners)

Interests (Meaningful to them)

When we

-access student strengths,

-make learning

equally engaging,

equally respectful, and

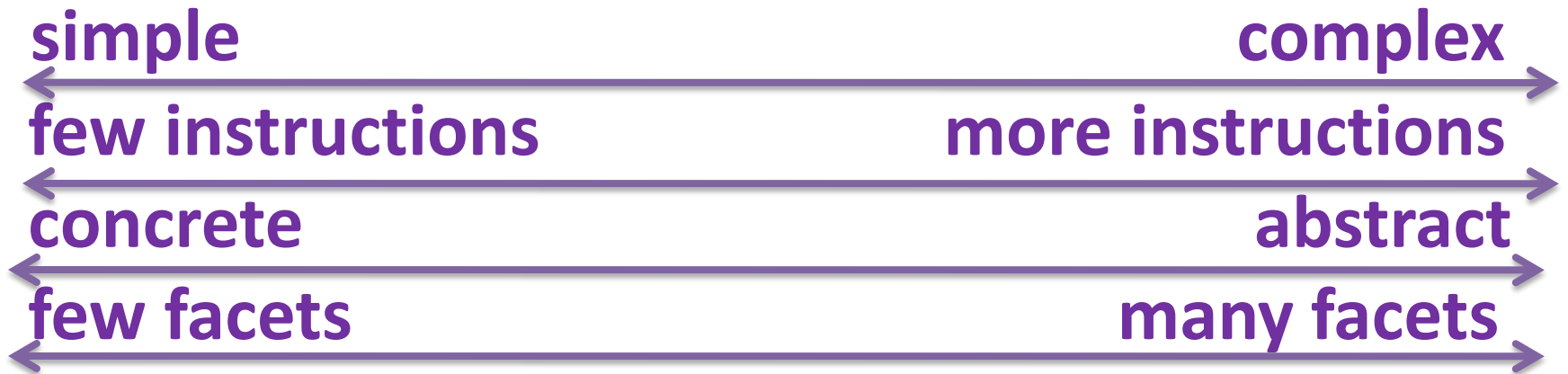
purposeful for all,

probability of success increases.



# Differentiating Continuum

We can structure Content,  
Activities, and Products  
from:



# Differentiated Content (What a Student is to Learn)

Interesting, meaningful,  
Appropriately challenging tasks  
Varied graphic organizers  
Interest based lessons  
Multiple texts  
Cooperative groups  
Reading and Study Buddies  
Computers  
Games  
Projects to create  
Problems to solve



## Differentiated Process/Activities

*(How a student makes sense of what (s)he has learned)*

Pre-assessment of student readiness and interest

Student choice of work arrangement

Student choices of daily schedule

Learning contracts

Learning centers – student movement

Student experts in residence

Teacher as a facilitator or coach of learning

Teaching groups or individuals

A variety of materials – helps to make thinking visible

Looks like/Sounds like charts

Setting daily academic and behavioral goals

Time for reflection on academic and behavioral goals

Problems to solve

Theories, data and research to analyze

Group by Readiness, Interest and Learning Profile



# Differentiated Products

(Demonstrate what has been learned)

Student choice

Group and individual projects

Rubrics

Journals

Analysis

Data

A Lesson Plan

Pictures, Music, Experiments, Dance

Games

Habitats



**Layered Curriculum®** is a simple, practical way to differentiate instruction. It blends the 3 KEYS to successful classrooms:

- \*\* Allow for Student Choice
- \*\* Encourage Higher Level Thinking
- \*\* Increase Student Accountability



Based on current brain-imaging information, Layered Curriculum® is an exciting and effective student-centered teaching method. The 3 layer model encourages complex thinking and holds students highly accountable for their learning. *(An example of a Lesson Plan is in your handout)*

Dr. Kathy Nunley, <http://www.brains.org/>

**C Layer** : : Basic knowledge, understanding. The student builds on his/her current level of core information.

**B Layer** : : Application or manipulation of the information learned in the C layer. Problem solving or other higher level thinking tasks can be placed here.

**A Layer** : : Critical Thinking and Analysis. This layer requires the highest and most complex thought. Create leaders, voters.

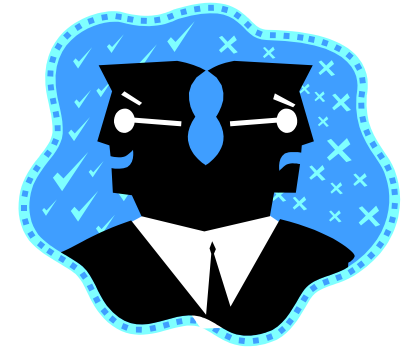
**For teaching tips and Layered Curriculum ideas go to**  
**[Twitter.com/kathienunley](https://twitter.com/kathienunley)**

In general, several guidelines need to be followed in order to create an effective classroom for diverse learning:

1. The classroom teacher and the educational team, made up of support staff and administrators, must view diversified learning as a positive experience for students.



2. The classroom teacher and the educational team must believe that students from a variety of educational, cultural, and socioeconomic backgrounds enhance the learning climate for all students.



3. An atmosphere of cooperation (and not competition) must be established for both students and staff.



4. Teachers must utilize all available resources to support learning activities. This requires differentiating learning for each student by arranging the classroom and the entire school for small-group, large-group, and independent learning. A flexible building is developed, students are able to utilize the entire school as their classroom, and teachers can promote student movement throughout the school as determined by learning needs and curriculum considerations.



(Adapted from Norlund, 2003, p. 5)

## A little tickle for your dendrites.....

- ✓ Systems that sort people do so for the convenience of the sorters
- ✓ A system that sorts never truly fully supports because they are always attempting to decide who needs to be sorted
- ✓ People who support others have no need to sort because they understand we are all human beings living and playing in one world and that school is the one opportunity we all have to learn how to do just that

Soooooo.....how do we plan to differentiate  
the school experience

## Resources

- ASCD, Differentiating Instruction, CA Tomlinson, [www.ascd.org](http://www.ascd.org)
- \*Dr.William Glasser - <http://www.wglasser.com/>
- \*Larry Brentro - <http://www.solutiontree.com/>  
[Public/ProfDev.aspx?node=&parent=&ShowPresenter=true&ProductID=SHF049](http://www.solutiontree.com/Public/ProfDev.aspx?node=&parent=&ShowPresenter=true&ProductID=SHF049)
- \*Thomas Armstrong - <http://www.thomasarmstrong.com/>
- \*Carol TomlinsonEd.D - <http://www.caroltomlinson.com/>
- \*Dr. Kathy Nunley - <http://www.brains.org/>, <http://www.help4teachers.com/>
- \*Howard Gardner - <http://www.howardgardner.com/>
- \*Norlund, M. (2003). Differentiated instruction: Meeting the educational needs of all students in your classroom. Lanham, MD: Scarecrow Education
- \*Alternative Assessment Curriculum Frameworks  
<http://www.doe.mass.edu/mcas/alt/resources.html>
- \*Taylor (2007) <http://www.rogertaylor.com/>
- \* Global SchoolNet Foundation (GSN) [www.globalschoolnet.org](http://www.globalschoolnet.org)