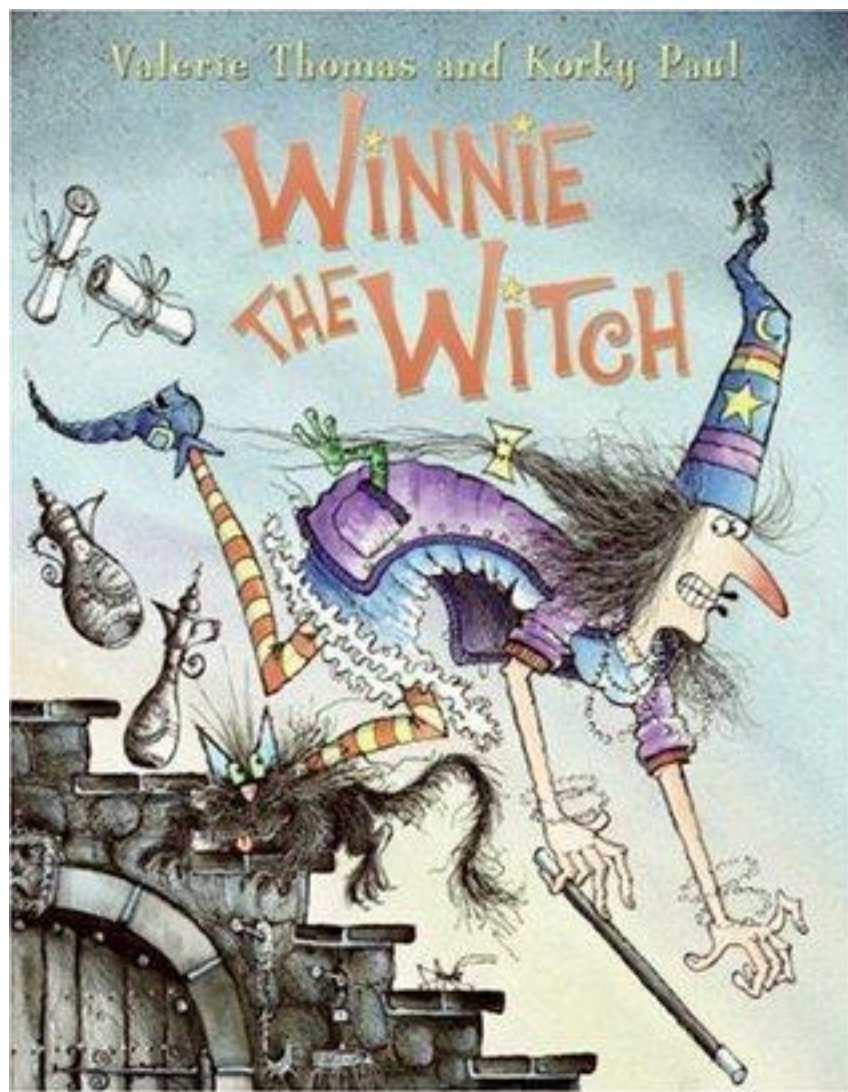


Differentiated Instruction

Presented by
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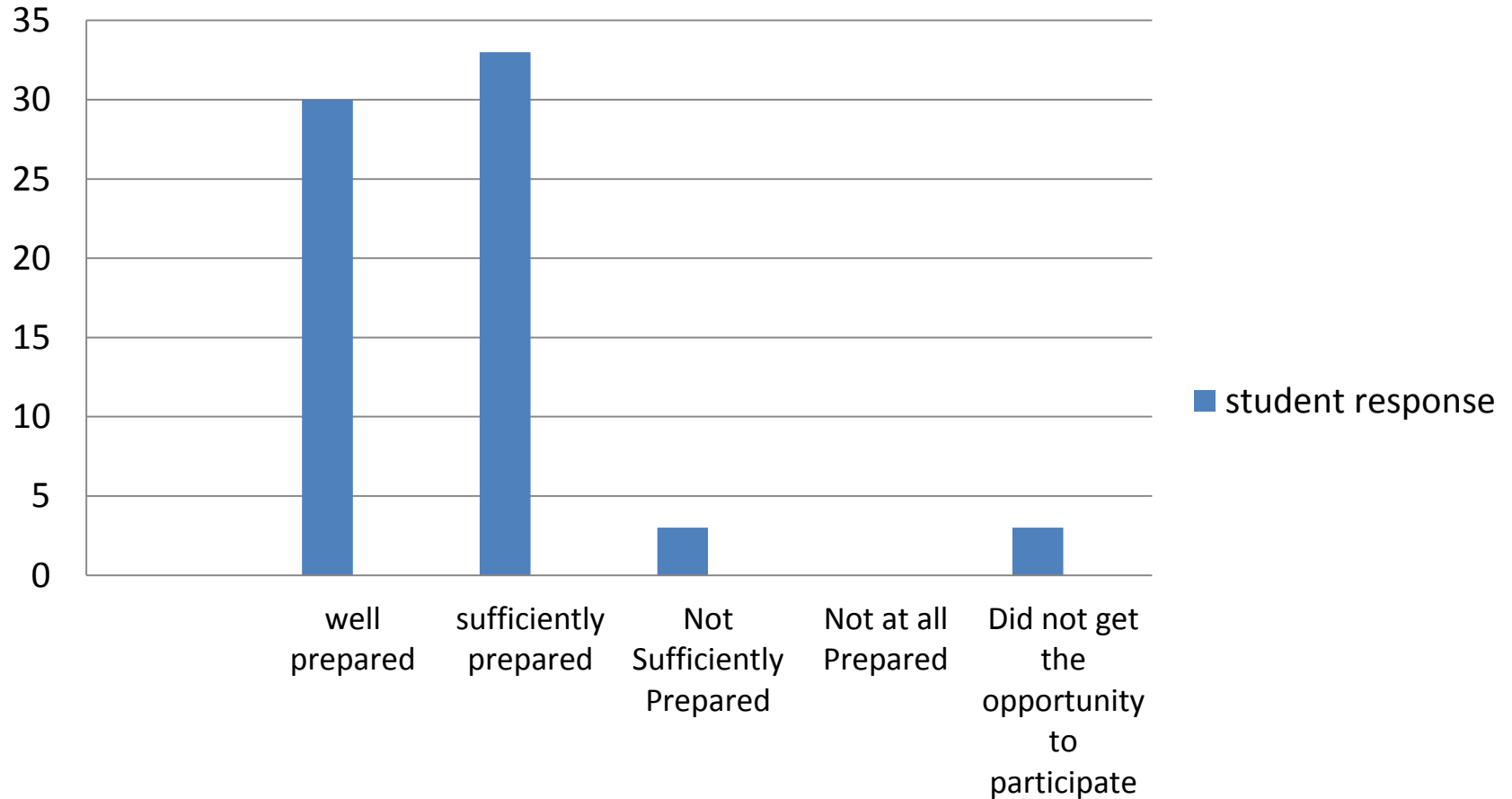
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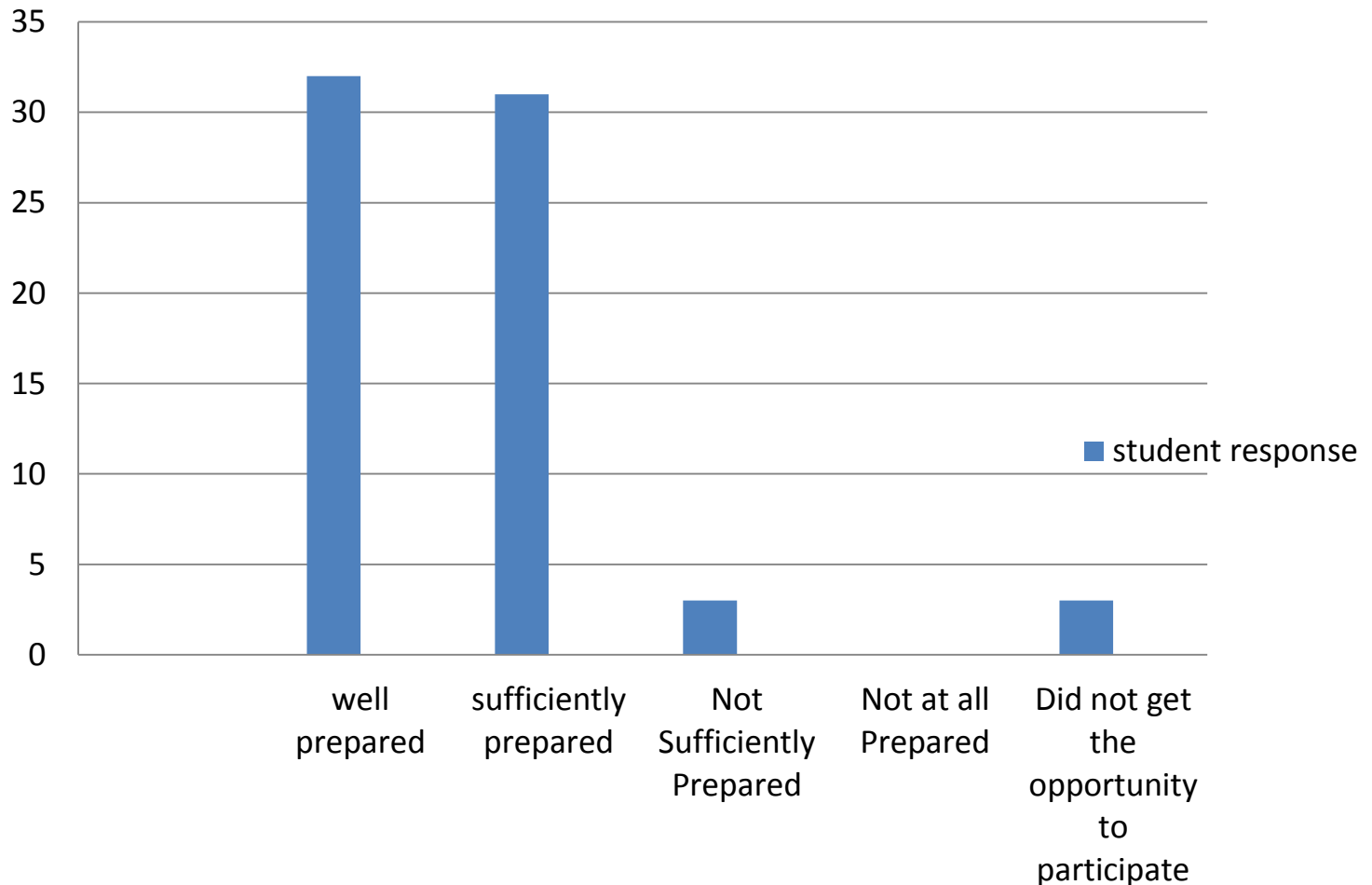
Today's Classroom

- According to the 26th Annual Report to Congress on IDEA (U.S. Department of Education, 2005), roughly 96% of general education teachers have students with learning disabilities in their classrooms. (Rock, Gregg, Ellis, & Gable, 2008)
- The 21st century classrooms are broadly diverse, students come from increasingly cultural and linguistically diverse backgrounds. (George, 2005; Lapkoff & Li, 2007; Rock, Gregg, Ellis, & Gable, 2008)

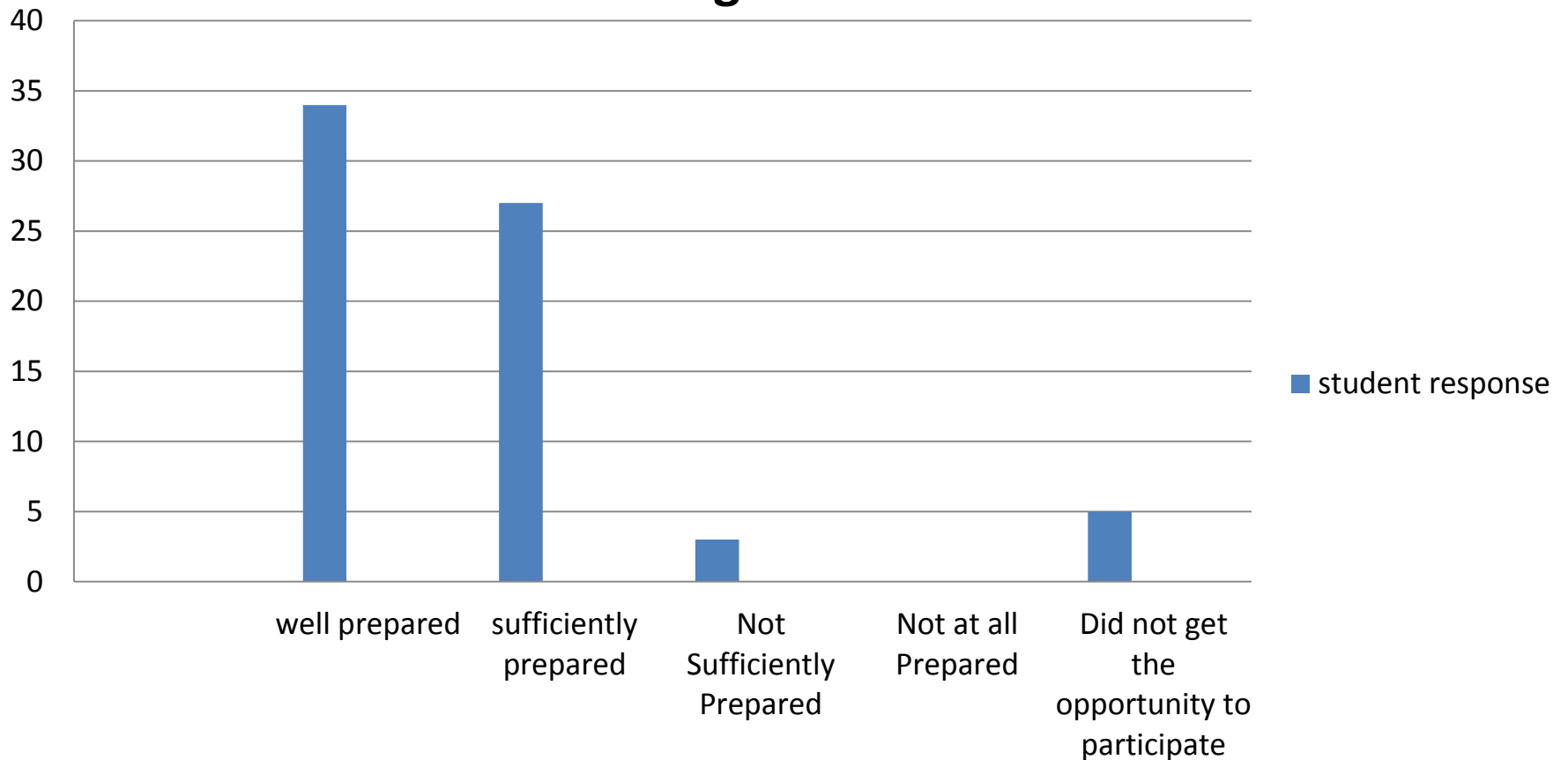
To what extent do you feel you were prepared to differentiate instruction to meet the needs of students with disabilities?



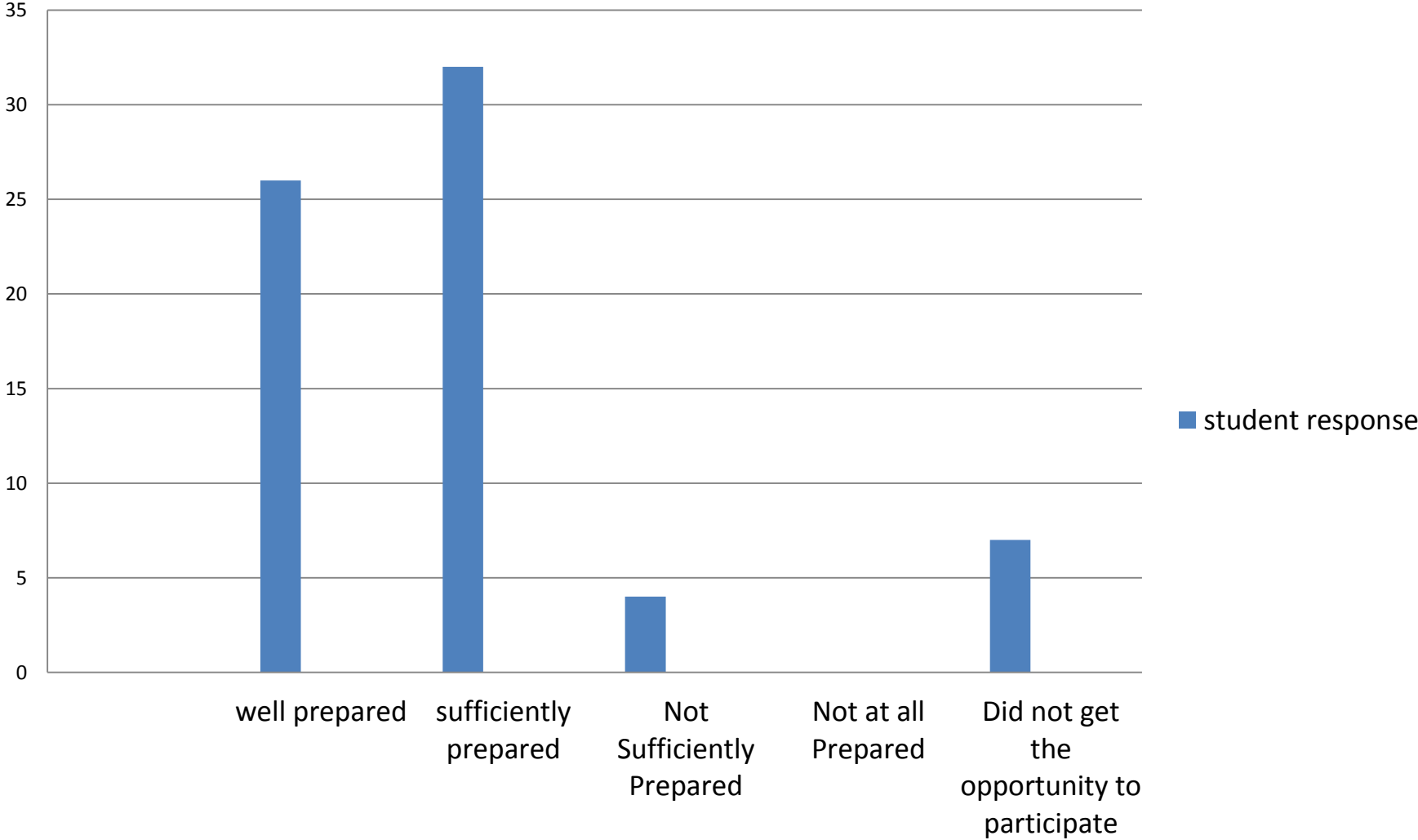
To what extent do you feel you were prepared to provide appropriate ways for students with disabilities to demonstrate their learning?



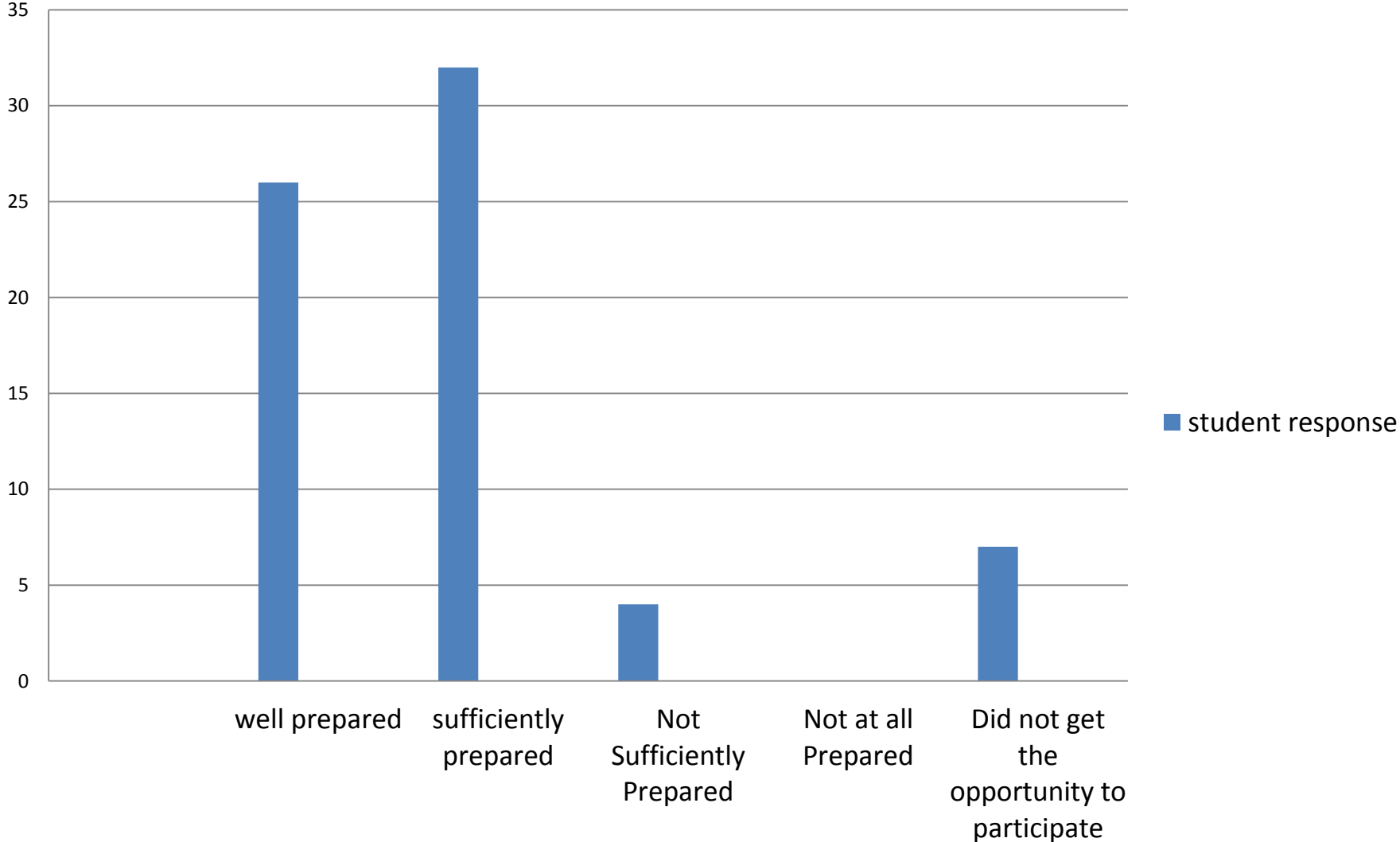
To what extent do you were prepared to make appropriate decisions to meet the learning needs of students who have an Individualized Education Program?



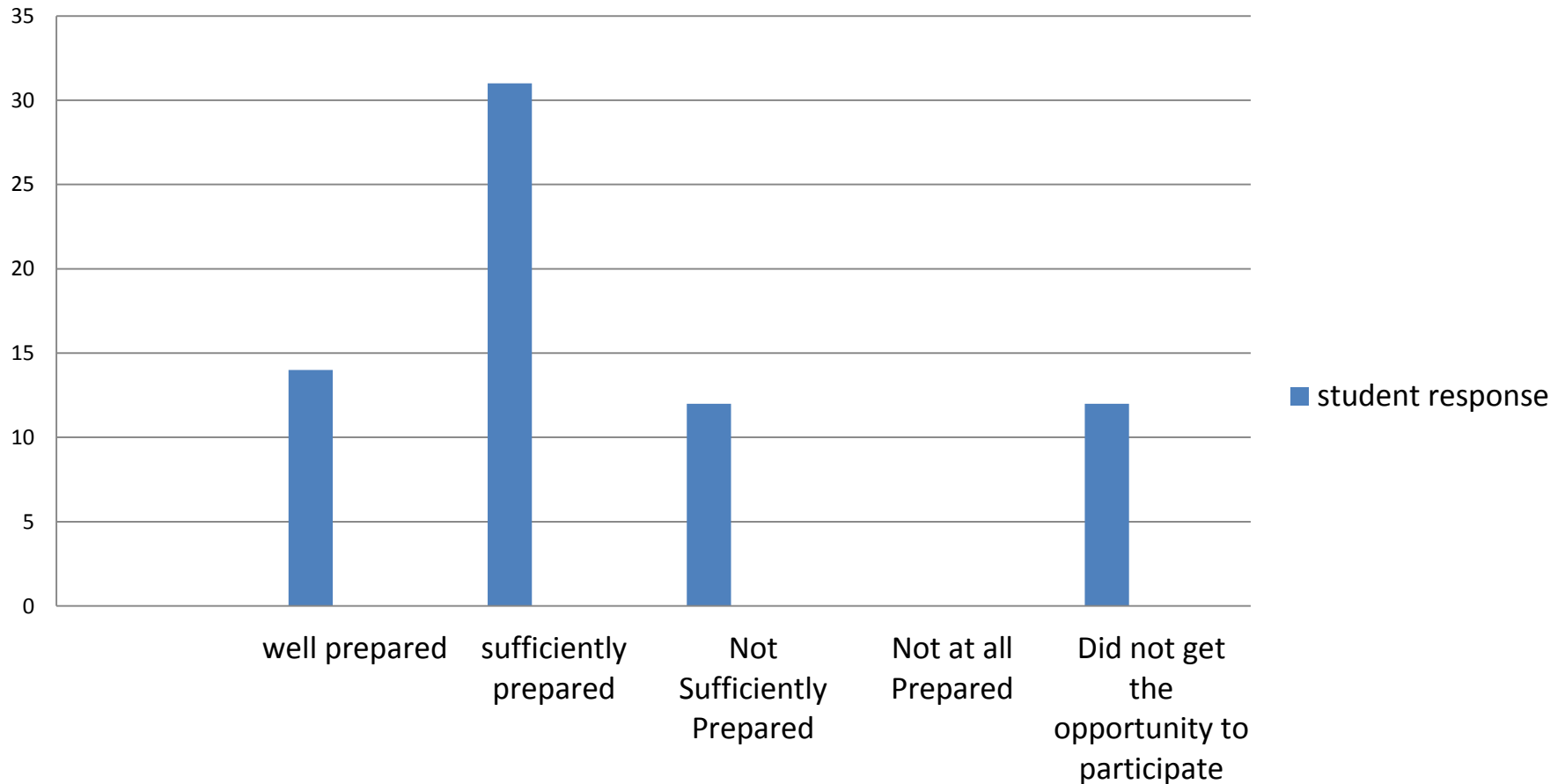
To what extent do you feel you were prepared to develop and/or implement formal and informal assessments that track students' progress toward IEP goals and objectives.



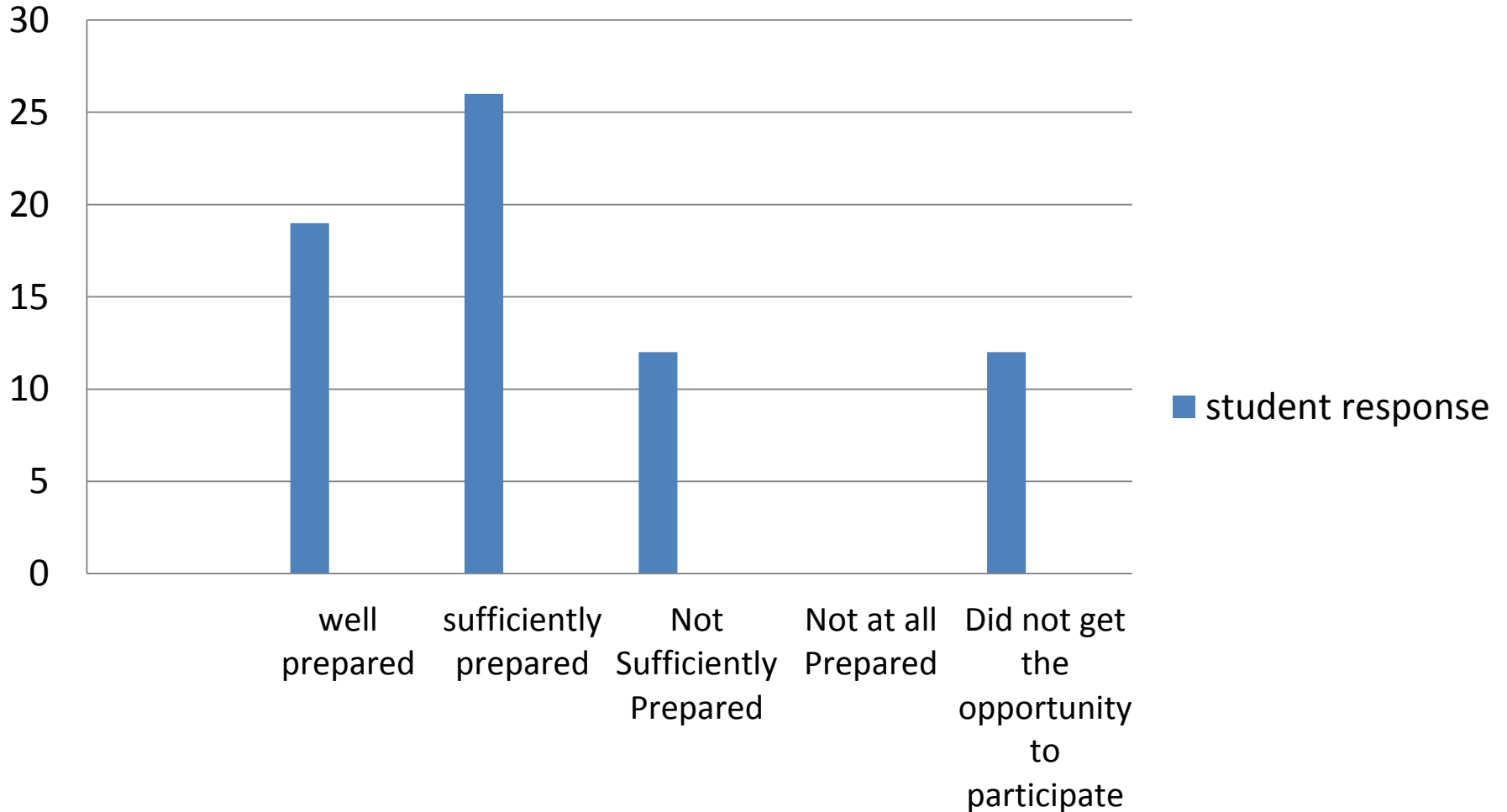
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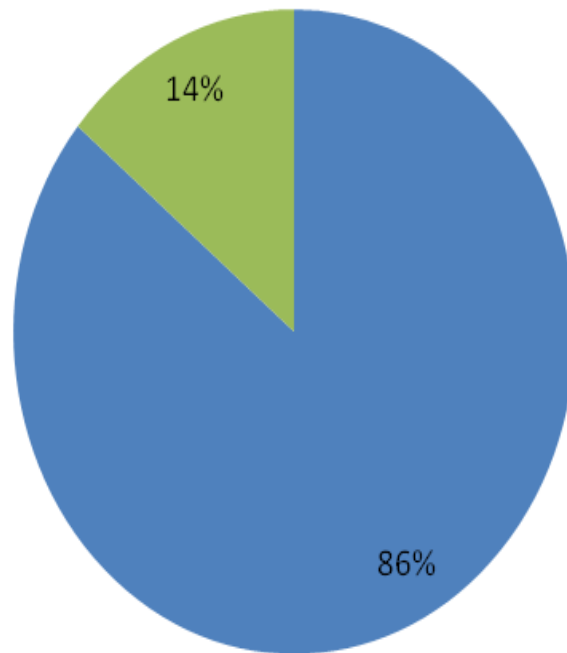
To what extent do you feel you were prepared to provide appropriate ways for LEP-ELL students to demonstrate their learning?



To what extent do you feel you were prepared to support LEP-ELL students in mastering the Texas Essential Knowledge and Skills, including the English Language Proficiency Standards?



Lesson Plans Reflecting Differentiated Instruction



- Differentiated Instruction Not Addressed
- Adequately Addressed Differentiated Instruction

Comments from Lesson Plans

“...I will modify and adjust my teaching method to help the students understand...”

“...will be challenged with a few more problems...”

“...the majority of the lesson will occur through an entire class group...”

“...no modification were presented during the lesson. ...any student who is struggling will be closely monitored...” (it was also state that 30% of the class is below average)

“...he does not participate in any classroom work unless the teacher decided to give him something different...”

“...for students who need extra help, TTW give assistance...”

“...if she doesn't understand, I will explain it in more depth...”

Theory

- The social dimension of learning requires knowing individual students to create a learning environment that promotes problem solving without frustration (Tobin & McInnes, 2008) (Vygotsky, 1978).
- The idea of scaffolding is to create lessons that begin where the students are and build on knowledge; this has been identified as differentiated instruction (Edwards, Carr, & Siegel, 2006).

Constructivism

- Learners are seen to be actively engaged in the construction of knowledge in a socially motivated setting (Yager, 1991)
- The experience that each learner brings is important to the construction of knowledge.

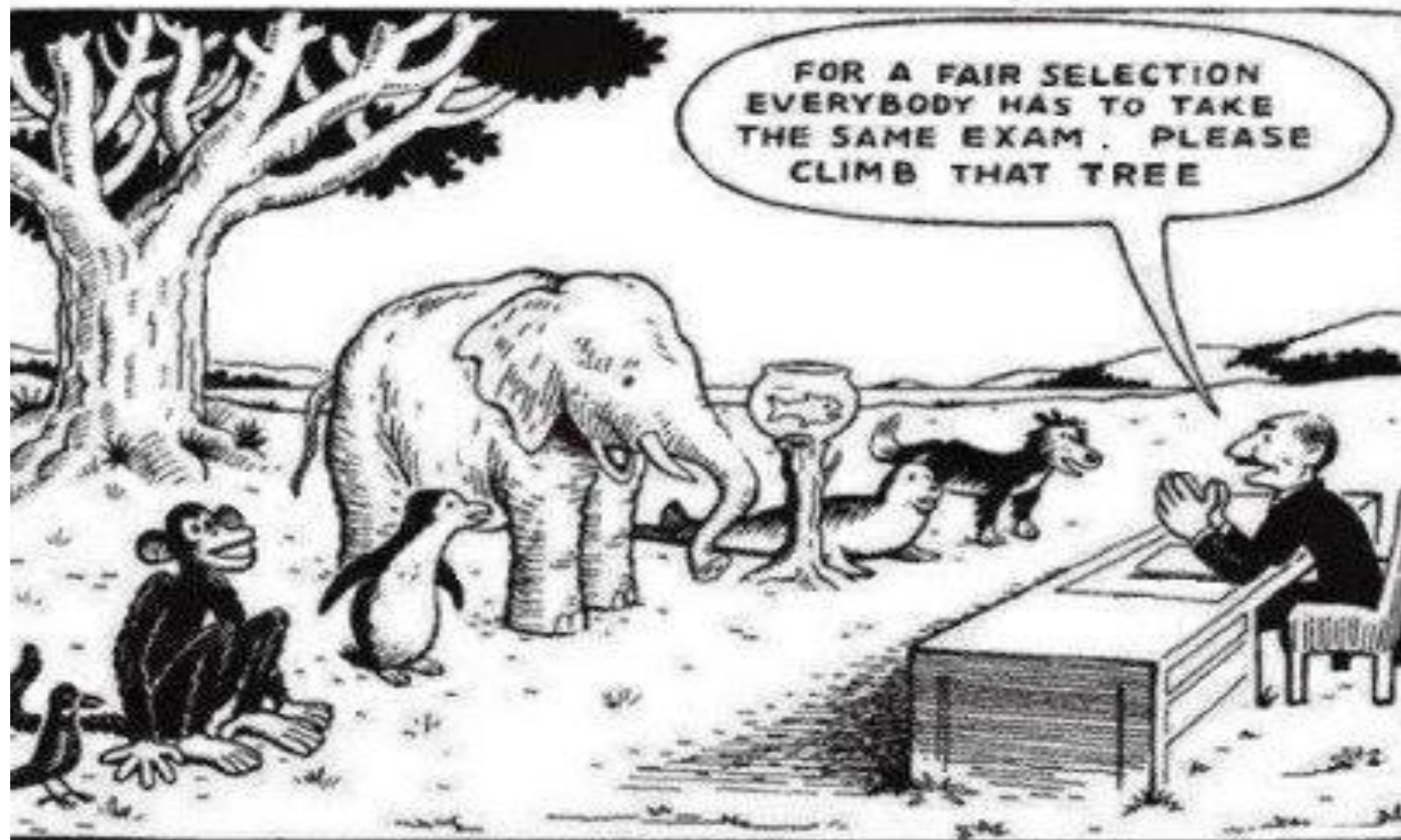
Heterogeneous Classroom

- Prepares students for real-life situation in the world.
- Help to prevent in-school segregation and isolation along racial, ethnic, or social class lines.
- Less risk of labeling or stigmatizing high or low achievers.
- Support emphasis on the importance of effort and persistence in success (George, 2005).

Differentiation is ...

- Recognize students' varying background knowledge, readiness, language, preferences in learning and interested.
- Maximize students growth and individual success by meeting each student where they are.
- Curriculum tells us what to teach: differentiation tells how we can make that curriculum work best for varied learners.
- Strategies should support and challenge all students within the regular, mixed-ability, heterogeneous classroom. (Anderson, 2007; Hall, Strangman, & Meyer, 2003; Tobin, 2008; Tomlinson, 2003; George, 2005;)

Our Education System



If you judge a fish by its 'ability' to climb a tree, it will spend its entire life believing its stupid - Albert Einstein

Benefits

- Students who receive differentiated instruction experience significantly higher achievement than student who do not (Rock, Gregg, Ellis, & Gable, 2008).
- One size fits all classes have fewer opportunities to learn, and a poorer quality of education (Edwards, Carr, & Siegel, 2006; Rock, Gregg, Ellis, & Gable, 2008).

MYTHS

- Students will be ill prepared for standardized test
- Differentiate instruction creates unfair workloads among students
- It is not fair to give students credit for learning if they have no demonstrate the same knowledge as other students
- Students will not be able to compete in the real world
- There is only one way to differentiate instruction (Wormeli, 2005)

Preconceived Ideas of Pre-Service Teachers

- An important factor influencing learning is previous experiences of preservice teachers (Norman & Feiman-Nemser, 2005).
- Lave and Wenger (1991) states that preservice teacher learning happens within the activity, context, and culture in which it occurs (Lave, & Wenger, 1991; Smagorinsky, Cook, Moore, Jackson, & Fry, 2004)

- Kagan's 1992 research posits that teacher candidates are generally not effected by reading.
- Time is needed to incorporate new skills and abilities into existing frameworks of what teaching should be and to become.
 - Field hours
 - Direct experiences
 - reflection

Resolutions

- Holloway (2000) reports on Manson study which recommends a match between methods taught in teacher preparation programs and the culture of the public school.
- Teacher educators should model the principles of differentiated instruction in their classes (Edwards Carr, & Siegel, 2006).
- Zeichener suggest teacher preparation programs require consideration of student diversity in planning, teaching, and assessing within all coursework (Edwards Carr, & Siegel, 2006).
- .

- Vary products of learning
 - Individualized benchmark setting to plan and monitor performance
 - Utilizing talents to through assessment
- Open ended instruction
 - Providing opportunities for students to explain and justify their newly developing ideas to other students.
 - Reflect on deeper meaning and ideas.
 - Conceptual discussion to explore issues and problems.
- Direct experience
 - Scenarios given to be analyze
 - Deep reflection
 - Conflict resolution to solve ethical issues.

Toolbox

Books

- 1. *Differentiated Instruction for Students with Learning Disabilities: Best Teaching Practices for General and Special Educators*, by William Bender.
- 2. *Curriculum Mapping for Differentiated Instruction K–8*, by Michelle Langa and Janice Yost.
- 3. *Differentiated Instructional Strategies in Practice: Training, Implementation, and Supervision*, by Gayle Gregory.
- 4. *Differentiation in Practice: A Resource Guide for Differentiating Curriculum, Grades K–5*, by Carol Ann Tomlinson and Caroline Cunningham Eidson.
- 5. *Differentiation in Practice: A Resource Guide for Differentiating Curriculum, Grades 5–9*, by Carol Ann Tomlinson and Caroline Cunningham Eidson.
- 6. *Differentiation in Practice: A Resource Guide for Differentiating Curriculum, Grades 9–12*, by Carol Ann Tomlinson and Cindy A. Strickland.

- 7. *Differentiated Instruction Guide for Inclusive Teaching*, by David P. Riley and Anne M. Moll.
- 8. *Instructional Strategies for Differentiated Learning*, by Wendy Conklin.
- 9. *Drumming to the Beat of Different Marchers: Finding the Rhythm for Differentiated Learning*, by Debbie Silver and Peter H. Reynolds.
- 10. *Differentiating the High School Classroom*, by Kathie Nunley.
- 11. *The Teacher's Toolbox for Differentiating Instruction*, by Linda Tilton.

Multimedia Kits

- 1. *Differentiated Instruction Multimedia Kit (includes DVD/VHS, companion book, and facilitators' guide).*

DVDs

- 1. *Differentiating Instruction to Meet the Needs of All Students*
- 2. *Differentiating Instruction for Students With Learning Disabilities*

- 3. *Assistive Technology: A Way to Differentiate Instruction for Students With Disabilities*
- 4. *The Common Sense of Differentiation: Meeting Specific Learner Needs in the Regular Classroom*
- 5. *Differentiated Instruction and the English Language Learner*
- 6. *Differentiated Instruction Practice DVD Series: Differentiated Instruction: A Focus on Inclusion and Differentiated Instruction: A Focus on the Gifted.*
- 7. *Applied Differentiation: Making It Work in the Classroom*

CD-ROMs

- 1. *Differentiated Instruction in Action*

VHS

- 1. *Differentiated Instruction With Small-Group Instruction*
- 2. *Differentiated Instruction Practice Video Series: Differentiated Instruction: A Focus on Inclusion and Differentiated Instruction: A Focus on the Gifted.*

- 3. *Applied Differentiation: Making it Work in the Classroom*
- 4. *A Visit to a Differentiated Classroom*
- 5. *At Work in the Differentiated Classroom*

Video Resources Available on Youtube

- <http://www.youtube.com/watch?v=40aEHZBUuBQ&feature=related>
- <http://www.youtube.com/watch?v=3jO9cDzxaqg&feature=related>
- <http://www.youtube.com/watch?v=01798frimeQ&feature=related>
- http://www.youtube.com/watch?v=UMIXnRR_ue8&feature=related
- <http://differentiatedinstructionstrategies.com/differentiated-instruction-examples.html>
- http://www.youtube.com/watch?v=HMle32O_DZg&feature=related
- http://www.youtube.com/watch?v=THQRIs3_HMk&feature=relmfu
- <http://www.youtube.com/watch?v=Zokqjjly77Y&feature=related>
- <http://www.youtube.com/watch?v=75kt4iDSP3w&feature=related>

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