DIFFERENTIATING INSTRUCTION

Technical Assistance Center on Disproportionality
New York University Metropolitan Center for Urban Education
TRAINING OBJECTIVES

By the end of the workshop participants will:

- have a “common sense” definition for differentiated instruction.
- know key reasons why differentiated instruction is at the top of the national educational agenda.
- have practical strategies for differentiating instruction in the classroom.
WHAT IS DIFFERENTIATED INSTRUCTION?
CHARACTERISTICS OF DIFFERENTIATED INSTRUCTION

- Proactive
- Multi-approached
- Student – centered
- Culturally Responsive
- Whole class, small group, and individual instructional methodology
- Uses choice to meet students where they are based on their:
  - Achievement levels
  - Interests
  - Multiple intelligences
Differentiation is not a particular instructional strategy or formula but is instead a way of thinking about and shaping teaching and learning. At its core, differentiation is simply high-quality thoughtful teaching that builds on our best understanding of how students learn and what teachers can do to maximize each student’s learning.

-- Tomlinson 2003
WHY IS DIFFERENTIATING INSTRUCTION IMPORTANT?
THE IMPORTANCE OF DIFFERENTIATING INSTRUCTION

Differentiated instruction is at the top of the national educational agenda. Many factors are attributable to this sense of urgency.

- Disproportionality
- Achievement Gap
- Legislation, i.e., NCLB, IDEA, RTI
DIFFERENTIATE INSTRUCTION TO PREVENT DISPROPORTIONALITY
DIFFERENTIATE INSTRUCTION TO CLOSE THE ACHIEVEMENT GAP
2007 NAEP Grade 4 Reading
All Students, New York

Percent of Students

Proficient/Advanced
Basic
Below Basic

All Students
2007 NAEP Grade 4 Reading by Race/Ethnicity, New York

Percent of Students Proficient/Advanced, Basic, Below Basic

- **African American**
  - Proficient/Advanced: 17
  - Basic: 35
  - Below Basic: 48

- **Latino**
  - Proficient/Advanced: 18
  - Basic: 33
  - Below Basic: 49

- **White**
  - Proficient/Advanced: 47
  - Basic: 34
  - Below Basic: 19
2007 NAEP Grade 8 Reading by Race/Ethnicity, New York

Percent of Students

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Proficient/Advanced</th>
<th>Basic</th>
<th>Below Basic</th>
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<tbody>
<tr>
<td>African American</td>
<td>44</td>
<td>42</td>
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<tr>
<td>Latino</td>
<td>16</td>
<td>40</td>
<td>14</td>
</tr>
<tr>
<td>White</td>
<td>43</td>
<td>44</td>
<td>13</td>
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</table>

Legend:
- Green: Proficient/Advanced
- Yellow: Basic
- Red: Below Basic
NY: 9th Graders Graduating 4 Years Later (2005)

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Graduated NY: 9th Graders Graduating 4 Years Later (2005)</th>
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<tbody>
<tr>
<td>Asian</td>
<td>68.8%</td>
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<tr>
<td>Black</td>
<td>45.4%</td>
</tr>
<tr>
<td>Latino</td>
<td>42%</td>
</tr>
<tr>
<td>White</td>
<td>81%</td>
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</table>
DIFFERENTIATED INSTRUCTION
FITS WITH NEW LEGISLATION
RESPONSE TO INTERVENTION (RtI)
In the newly reauthorized IDEA, eligibility and identification criteria for LD have changed [614(b)(6)(A)-(B)]:

When determining whether a child has a specific learning disability,

- The LEA is not required to consider a severe discrepancy between achievement and intellectual ability.
  - The LEA may use a process that determines if a child responds to scientific, research-based intervention as part of the evaluation.
POTENTIAL TIERS OF A RTI APPROACH

1st Tier
- Culturally responsive instruction in general education classroom

2nd Tier
- Intensive (targeted) assistance, as part of general education support system

3rd Tier
- Referral to a Child Study Team or Teacher Assistance Team

4th Tier
- Special Education

Diagram showing the four tiers of an RTI approach.
HOW RTI IMPACTS NEW YORK STATE EDUCATIONAL PRACTICES

- New York State is scheduled to roll out RtI in September 2009 in pilot schools.

- IDEA mandates RtI in 2012.

- New York State mandates school districts to have a RtI approach in place up to grade 4 by 2012.

- Tiers 1 and 2 are not special education interventions, but fall squarely in the domain of general education.
DIFFERENTIATED INSTRUCTION

CLASSROOM STRATEGIES
GET TO KNOW YOUR STUDENTS

KNOW HOW YOUR STUDENTS PERCEIVE YOU.

“Both African American and white teachers must be willing to interrogate the ways in which middle-class norms shape their “presentation of self” in the classroom since such values impact the teaching-learning process.”

Dr. Phil’s Test

1. When do you feel your best?
   a. In the morning
   b. During the afternoon and early evening
   c. Late at night

2. You usually walk...
   a. Fairly fast, with long steps
   b. Fairly fast, with little steps
   c. Less fast, head up, looking the world in the face
   d. Less fast, head down
   e. Very slowly

3. When talking to people you...
   a. Stand with your arms folded
   b. Have your hands clasped
   c. Touch or push the person you are talking to
   d. Play with your ear, touch your chin, or smooth your hair

4. When relaxing, you sit with....
   a. Your knees bent with your legs nearly side by side
   b. Your legs crossed
   c. Your legs stretched out or straight
   d. One leg curled under you

5. When something really amuses you, you react with...
   a. Big appreciated laugh
   b. A laugh, but not a loud one
   c. A quiet chuckle
   d. A sheepish smile

6. When you go to a party or social gathering you....
   a. Make a loud entrance so everyone notices you
   b. Make a quiet entrance, looking around for someone you know
   c. Make the quietest entrance, trying to stay unnoticed

7. You’re working very hard, concentrating hard, and you’re interrupted — you....
   a. Welcome the break
   b. Feel extremely irritated
   c. Vary between these two extremes

8. Which of the following colors do you like most?
   a. Red or orange
   b. Black
   c. Yellow or light blue
   d. Green
   e. Dark blue or purple
   f. White
   g. Brown or gray

9. When you are in bed at night, in those last few moments before going to sleep you are....
   a. Stretched out on your back
   b. Stretched out face down on your stomach
   c. On your side, slightly curled
   d. With your head on one arm
   e. With your head under the covers

10. You often dream that you are....
    a. Falling
    b. Fighting and struggling
    c. Searching for something or somebody
    d. Flying or floating
    e. You usually have dreamless sleep
    f. Your dreams are always pleasant
Dr. Phil’s Test

Dr. Phil’s Test
Scoring Sheet

Add up your points using the scoring sheet below.

<p>| | | |</p>
<table>
<thead>
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<tbody>
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<td>1.</td>
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<td>(b) 4</td>
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<td>2.</td>
<td>(a) 6</td>
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<tr>
<td>3.</td>
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<td>5.</td>
<td>(a) 6</td>
<td>(b) 4</td>
</tr>
<tr>
<td>6.</td>
<td>(a) 6</td>
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<tr>
<td>7.</td>
<td>(a) 6</td>
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<td>8.</td>
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<td>9.</td>
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</tr>
<tr>
<td>10.</td>
<td>(a) 4</td>
<td>(b) 2</td>
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Dr. Phil’s Test

Scoring Translation

**Over 60 points**
Others see you as someone they should “handle with care.” You’re seen as vain, self-centered, and extremely dominant. Others may admire you, wishing they could be more like you, but don’t always trust you, hesitating to become too deeply involved with you.

**51 to 60 points**
Others see you as an exciting, highly volatile, rather impulsive personality; a natural leader who is quick to make decisions, though not always the right ones. They see you as bold and adventurous, someone who will try anything once, someone who takes chances and enjoys an adventure. They enjoy being in your company because of the excitement you radiate.

**41 to 50 points**
Others see you as fresh, lively, charming, amusing, practical, and always interesting; someone who is constantly in the center of attention but sufficiently well-balanced not to let it go to their head. They also see you as kind, considerate and understanding: someone who will always cheer them up and help them out.

**31 to 40 points**
Others see you as sensible, cautious, careful and practical. They see you as clever, gifted, talented, but modest; not a person who makes friends too quickly or easily, but someone who is extremely loyal to friends and who expects the same loyalty in return. Those who really get to know you realize it takes a lot to shake your trust in your friends, but equally, that it takes a long time to get over it if that trust ever broken.

**21 to 30 points**
Your friends see you as painstaking and fussy. They see you as very cautious, extremely careful, a slow and steady plodder. It would really surprise them if you ever did something impulsively or on the spur of the moment, expecting you to examine everything carefully from every angle and then usually decide against it. They think this reaction is caused partly by your careful nature.

**Under 21 points**
People think you are shy, nervous, and indecisive; someone who needs looking after, who always wants someone else to make the decisions and who doesn’t want to get involved with anyone or anything. They see you as a worrier who always sees problems that don’t exist. Some people think you’re boring. Only those who know you well know that you aren’t.
GROUP STUDENTS EFFECTIVELY

Within cooperative groups, self-esteem is enhanced since students tend to:

- Interact more with peers
- Promote each other’s success
- Form multidimensional and realistic impressions of each other’s competencies
- Give accurate and more immediate feedback

(Johnson & Johnson, 1989)
WAYS TO EFFECTIVELY GROUP STUDENTS USING DALE’S CONE OF LEARNING

-- Edgar Dale, Ohio State University
Research shows that organizing students into cooperative groups yields a positive effect on overall learning. When grouping students, consider a variety of criteria.

(R.J. Marzano 2001)

- Interests
- Skill Sets
- Multiple Intelligences
- Informal: randomly, turn to your partner
- Project-based
- Base Groups
DEVELOPING AND DELIVERING DIFFERENTIATED LESSONS
OVERVIEW OF A FOUR-PART LESSON PLAN

Part 1:
Do Now (5 minutes)
Students complete a short task upon entering the room. The “do now” is directly related to the lesson, requires no instruction from the teacher, and meets the academic level of every student. The purpose is to immediately engage all students, activate prior knowledge, and bait the hook in preparation for the lesson.*

Part 2:
Mini-Lesson (10–12 minutes)
Teachers model a new concept or reinforce previously taught material. At the end of the mini lesson, teachers assign specific tasks to be completed by students during the work period.

*See research article entitled Effects of Teacher Greeting on Student On-task Behavior.
Part 3:
Work Period (30-35 minutes)
Students collaboratively complete assigned tasks working in pairs, groups, or independently based on multiple intelligence, interest, and academic readiness. Meanwhile, the teacher facilitates and/or provides direct instruction to individual students or small groups.

Part 4:
Closing (5 minutes)
Everyone comes together as a whole group and students are given the opportunity to demonstrate what they learned during the work period. Students provide feedback on the lesson; closing activities include exit tickets, student share outs, and opportunities to ask questions or reflect on information that may need further clarification and/or instruction.
“DO NOW” IDEAS

- Q&A
- Vocabulary word
- Journal writing
- Picture prompt
- K-W-L
- Brain teaser
- Quotation
- Musical selection
- TV commercial, news clip, etc.
- Math problem
Please choose one of the following activities and begin work immediately.

- **Vocabulary** - in your journal write down things that come to mind when you see/hear the word “united.”

- **Quotation** - in your journal provide your own interpretation for the quotation, “United we stand, divided we fall.”

- **K-W-L** - using the worksheet, explain what you know and would like to know about the United Nations. Leave the “L” (learned) column blank for now.
A SAMPLE FOUR PART LESSON PLAN

OBJECTIVE: Students will be able to apply the Commutative Law.

DO NOW: Work in pairs to put three + signs and one – sign between the following digits so the answer is 100. Do not change the order of the digits.

9 8 7 6 5 4 3 2 1

MINI LESSON: Order of Operations; Commutative Law = combining terms to produce equivalent expressions.

\[ a + b = b + a \]
\[ 3 + 2 = 2 + 3 \]

WORK PERIOD: Students work collaboratively to solve problems.

CLOSURE: Students will present the “do now” solution backwards at the overhead and provide feedback on the lesson.

HOMEWORK: Record at least five practical (everyday life) applications of the law in your notebook. Provide formulas for your examples. Be prepared to share with the class.
This completes our workshop for today. Take a minute to reflect on strategies that you may be interested in implementing now or in the future.
Thank you for your participation in this workshop. Please complete the evaluation in the back of the folder.
RESOURCES


Technical Assistance Center on Disproportionality
Metropolitan Center for Urban Education
New York University
Steinhardt School of Education
212.998.5100
http://steinhardt.nyu.edu/metrocenter/