



Using Differentiation to Fill the Gaps

Facilitated by Valerie Ward

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Do Now

»» What does “differentiating for readiness” mean to you? How can this help fill gaps?

»» Write-Pair-Share

- Write your response to the question in your packet.
- Pair with a person sitting near you.
- Share your responses with each other.



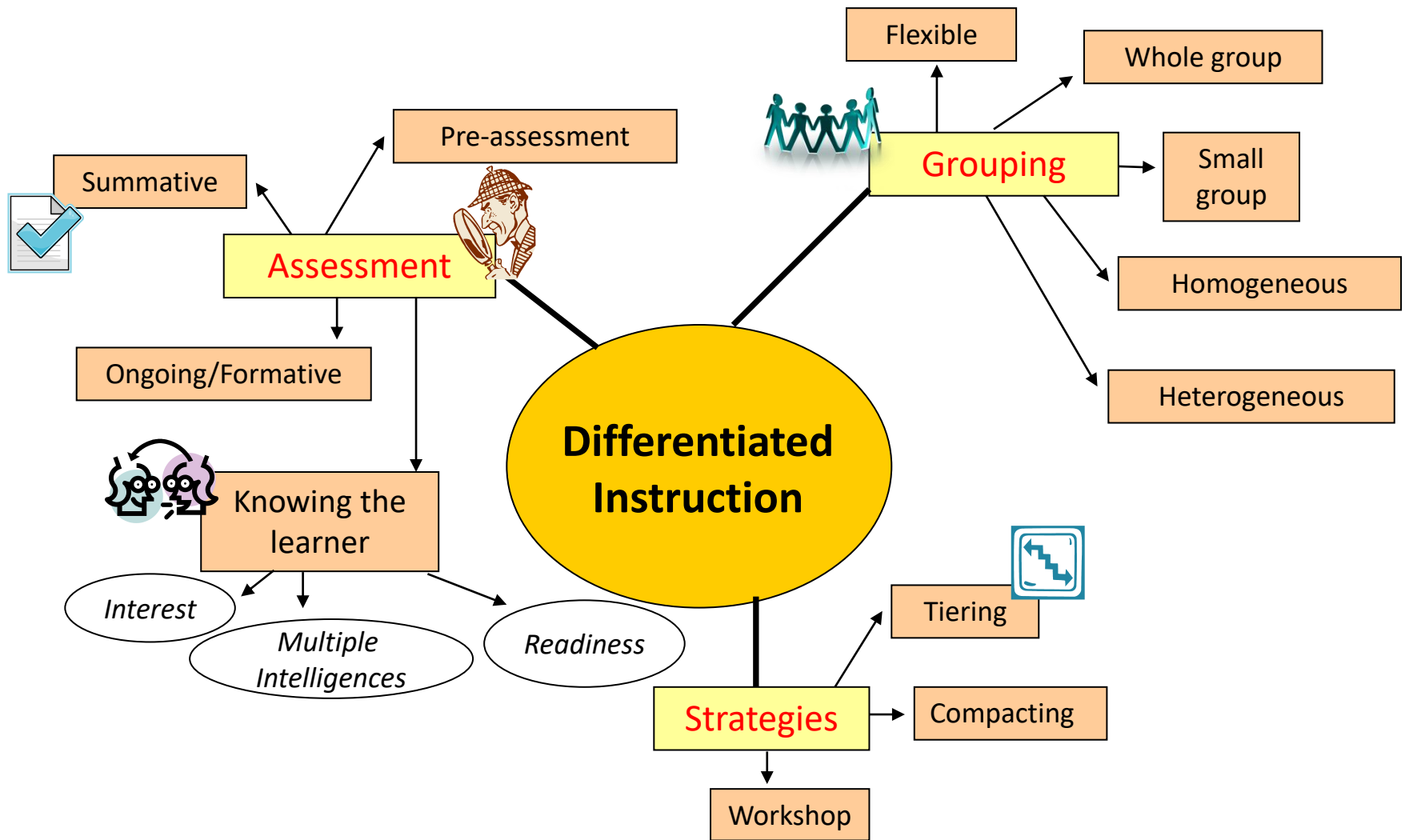
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Today's Outcomes

- Understand the importance of utilizing assessment data to guide curriculum and instruction decisions
- Explore strategies to differentiate instruction to meet the readiness needs of all learners



Mind Map



Carol Ann Tomlinson



Readiness on Differentiated Instructions



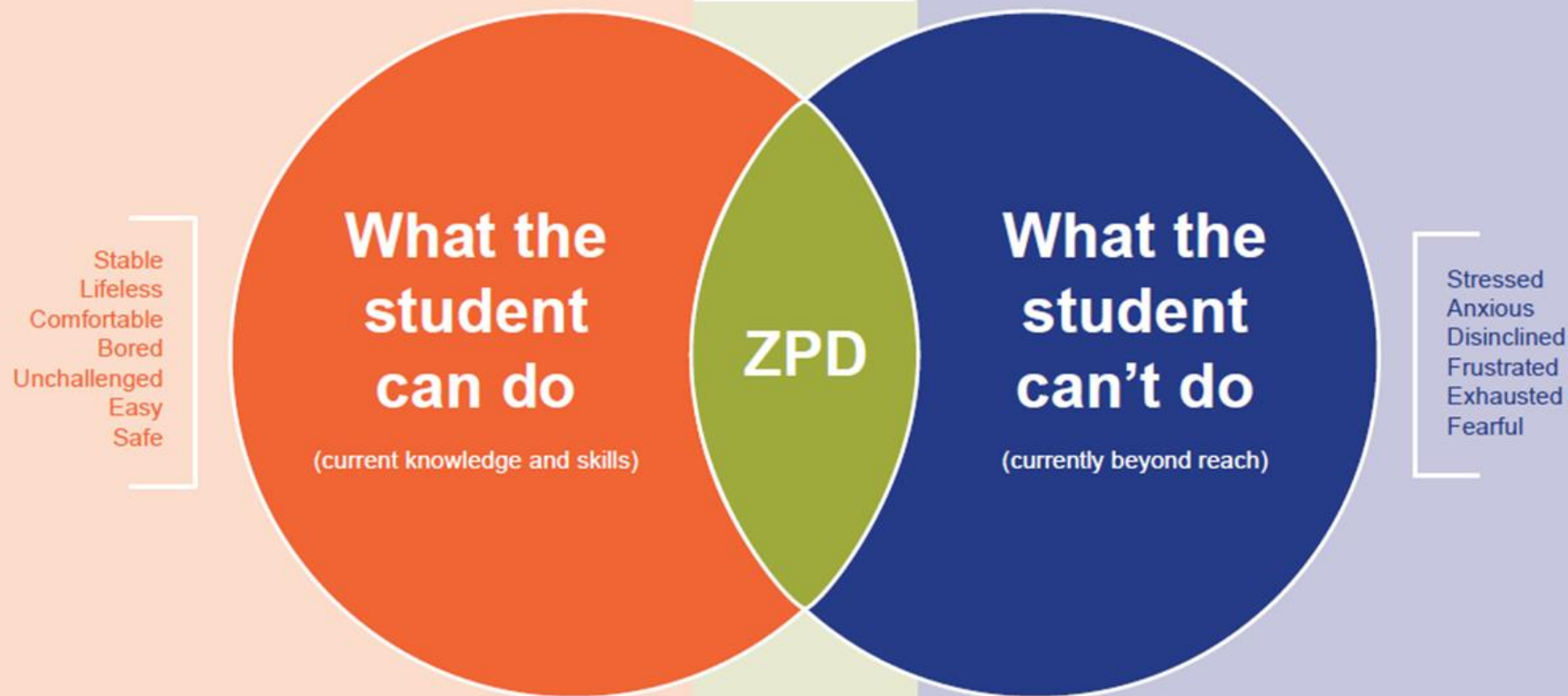
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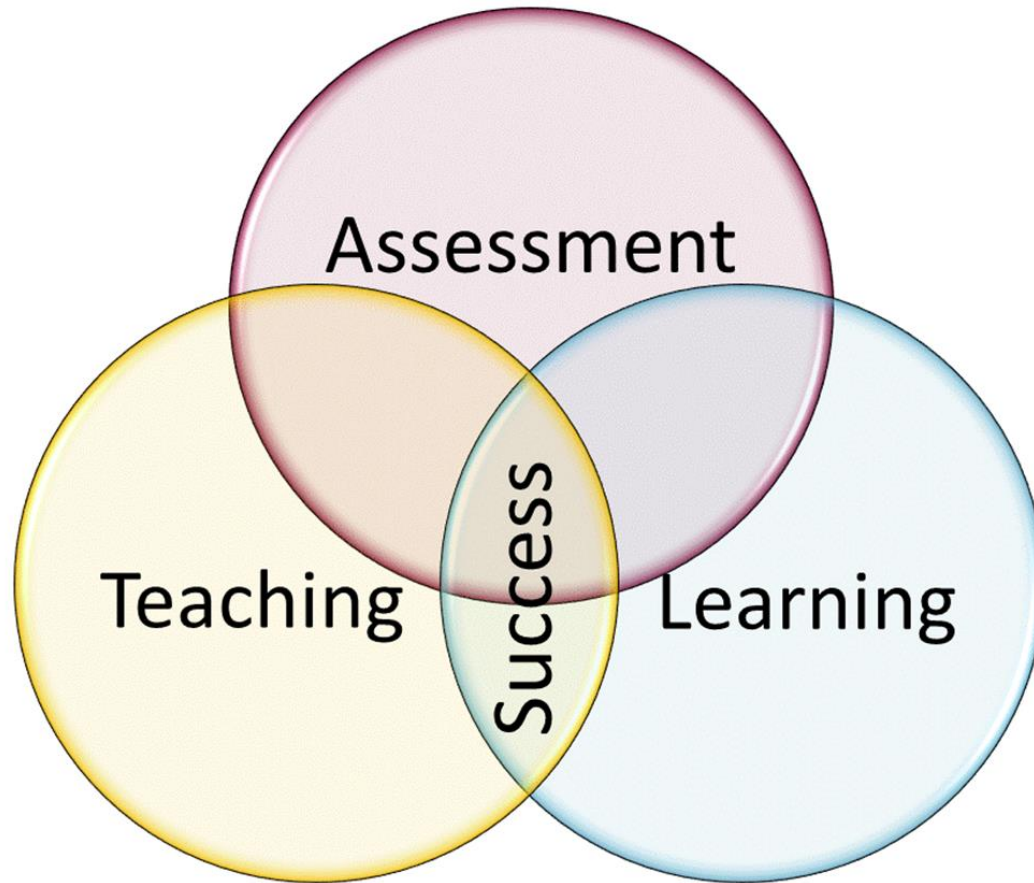
Zone of Proximal Development

Lev Vygotsky



Learning / Development

ZPD is the gap between what the student is currently capable of doing independently, and what they can do with support.



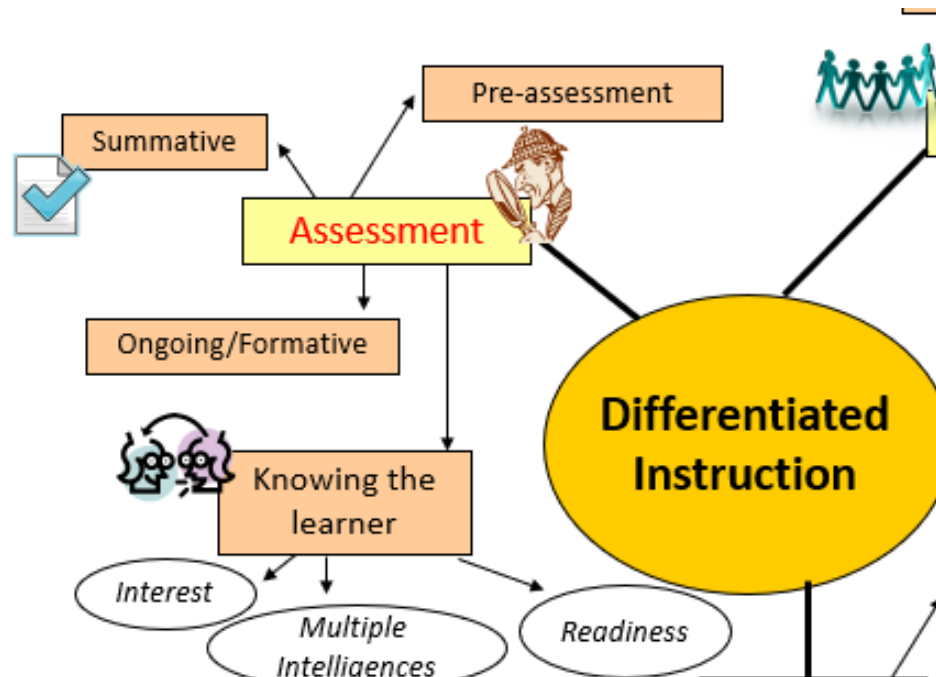
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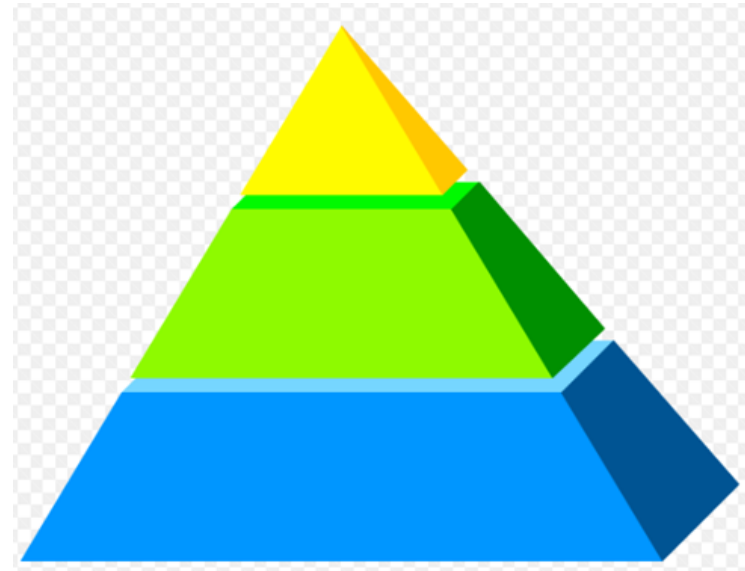
Remember...

- Assessment is not a synonym for *test* or *evaluation*.
- Assessment is the ongoing gathering of information for the purpose of guiding curriculum and instruction decisions.
- It is assessment that helps you distinguish between teaching and learning.



Tiering

- » A differentiated instructional planning strategy that enables educators to teach one concept at multiple levels of complexity based on students' readiness levels in order to ensure student success
- » Driven by assessment
- » Assuring the content standards are met for all students
- » Providing opportunities for all students to learn the same standards at varying levels of complexity



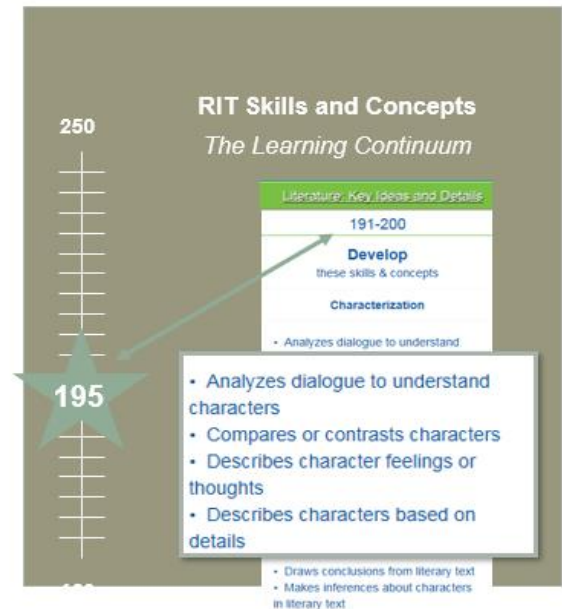
In Short...

Tiering involves teaching or applying the same objective in up to three ways to meet the needs of students at three levels of preparation:

- 1) students not yet ready for that grade level's instruction
- 2) students just ready
- 3) students ready to go beyond

R READY FOR
I INSTRUCTION
T TODAY

NWEA Learning Continuum



Ideas for Tiering

» Challenge Level—use Bloom's or DOK to vary

- Application level: After reviewing information about frogs and toads, record the characteristics of each on a chart.
- Analysis level: After reviewing information about frogs and toads, create a Venn Diagram comparing and contrasting the two animals.

» Complexity—add or remove a layer

- Less complex: Create an informational brochure that will inform your classmates about an environmental issue related to rainforests.
- More complex: Create an informational brochure that will inform your classmates of different points of view about an environmental issue related to rainforests.



Tiered Sample

At Grade-level	Above Grade-level	Below Grade-level
Compare and contrast this week and last week's <i>Reading Street</i> stories by completing a Venn Diagram. Focus on finding at least 5 pieces of evidence that support which point of view the narrator is writing.	Compare and contrast this week and last week's <i>Reading Street</i> stories by completing a Venn Diagram. Focus on finding evidence that supports which point of view the narrator is writing. Explain how the point of view alters your understanding of the text.	Compare and contrast this week and last week's <i>Reading Street</i> stories by completing a Venn Diagram. Focus on finding 3 pieces of evidence that support which point of view the narrator is writing. (Done with teacher support.)

Stand Up, Hand Up, Pair Up
Discuss the similarities and differences among the tiers.



Compacting

- » Curriculum compacting is a technique for differentiating instruction that involves making appropriate curricular adjustments for students in any curricular area and at any grade level.
- » Benefits:
 - Appropriately challenges students
 - Eliminates repetition of mastered content and skills
 - Differentiates pace
 - Provides the opportunity to explore priority standards in depth



Compacting Steps

- » Essentially, the process involves:
- 1) defining the goals and outcomes of a particular unit or segment of instruction
 - 2) determining which students have already mastered most or all of the specified set of learning outcomes
 - 3) providing replacement strategies/content for material already mastered

“Curriculum Compacting might best be thought of as *organized common sense* because it simply recommends the natural pattern that teachers ordinarily would follow if they were individualizing instruction for each student.”

–Sally M. Reis and Joseph S. Renzulli



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Workshop

- » Workshop is a framework used in any grade or subject area to meet the readiness needs of students by establishing and facilitating groups based on these three areas:
- Students who are above grade level content (**extension**)
 - Students who are at or near mastery in grade level content and need additional support (**reinforcement**)
 - Students who are below grade level and need intervention (**remediation**)
- » Components:
1. Whole group mini-lesson based on an objective (10 min.)
 2. Independent or small group tiered work (20-30 min.)
 2. Conferencing one-on-one or small groups (15 min.)
 3. Sharing of work products or new learning (5 min.)
- At same time





Turn and Talk: In what ways did this teacher ensure differentiation to meet readiness needs?

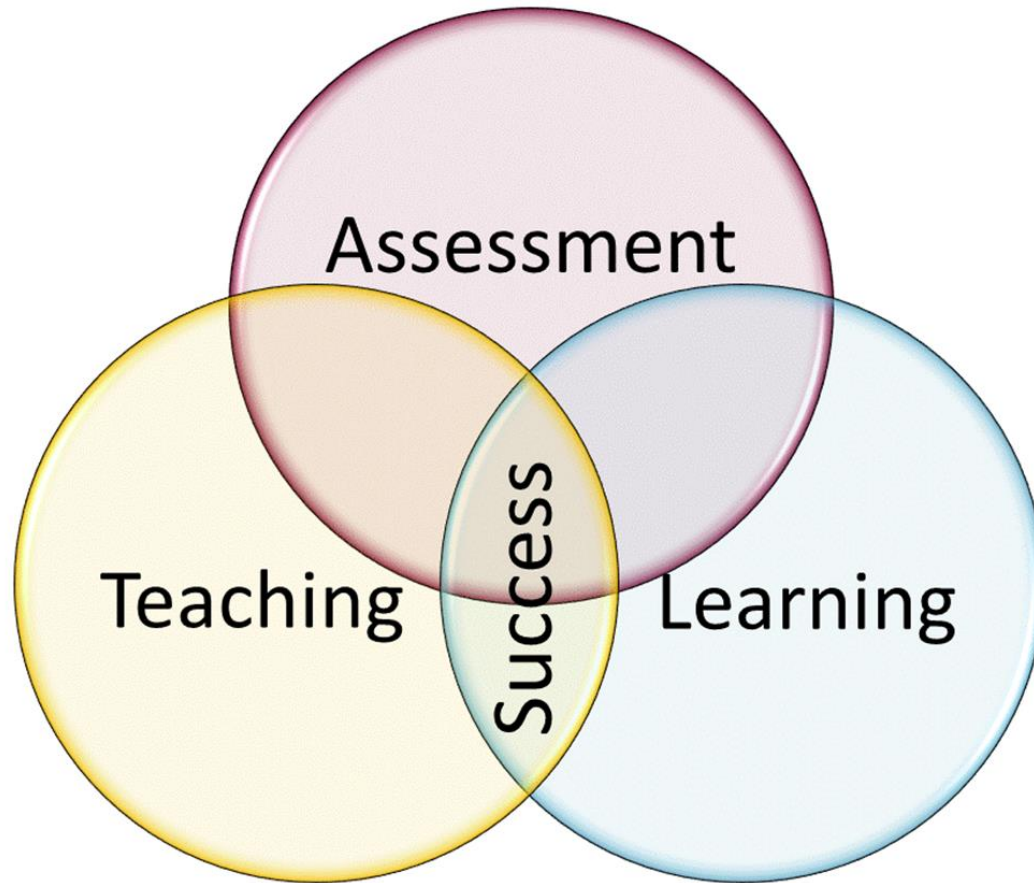


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Workshop Planning

Teacher:	Subject:
Grade:	Standard:
	Standard:
Date:	Time Required for Mini-Lesson: Time Required for Each Group Rotation:
Curricular Tool/Resources/Materials:	Support Staff / Paraprofessional(s) and Duties Assigned:

Whole Group Mini Lesson <u>Learning Objective:</u> 	Direct Instruction:
Group 1 (At Grade Level) <u>Students:</u> 	1. Anchor Activity: 2. Teacher Time: 3. Assignment:
Group 2 (Below Grade Level) <u>Students:</u> 	1. Teacher Time: 2. Assignment: 3. Anchor Activity:
Group 3 (Above Grade Level) <u>Students:</u> 	1. Assignment: 2. Anchor Activity: 3. Teacher Time:



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QUESTIONS & ANSWERS

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Launch

“If we teach today as we taught yesterday, we rob our children of tomorrow.”

-John Dewey

