**Differentiated Instruction**

- **A) Why?**
  - History and philosophy

- **B) What?**
  - Models and methods

- **C) How?**
  - Six practical classroom strategies

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**A) The WHY**

A Brief History of Gifted Education...

- Theories of superiority (Plato, eugenics)
- One-room school house
- Specialization (1st “gifted” program 1918)
- 1950s-1960s
  - From The Gifted Movement (Forward or as a Treatise? Abram \[\text{Laurendine}\], 1968)
  - Ability grouping
  - Ability-based methods "SRA"
- 1970s, 2000
  - Full inclusion Movement and TAG = parallel systems
  - Differential instruction
- 2000s...
  - Vertical vs. Horizontal learning
  - Differentiated instruction meet Special Ed

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**Current major models of “gifted” education.**

- Acceleration
- Pull-out programs (TAG)
  - Qualification criterion
- Alternative schools
- Differentiated instruction

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**B) The WHAT**

**Differentiated Instruction:**

“A flexible approach to teaching in which the teacher plans and carries out varied approaches to content, process and product in anticipation of and in response to student differences in readiness, interest, and learning needs.” (Carol Ann Tomlinson, 1992, p. 10)

- Flexible
  - Varies
  1) Content 2) Process and 3) Product

- Because of student differences in
  1) Readiness 2) Interests and 3) Learning Profile

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**The challenges of exceptionality**

- Peer relations
- Teacher relations
- Asperger’s
- External validation
- Feeling “above” the process
- Boredom/engagement
- Intentional underachievement

“The majority of gifted young people are in my study show that for substantial periods in their school careers they have deliberately concealed their abilities or significantly moderated their scholastic achievement in an attempt to reduce their classmates’ and teachers’ resentment of them.”


**Differentiated Instruction...**

- Is a “sometimes” strategy
- Varies widely from classroom to classroom
- Is Adaptable
- Is Integrative
- Is Practical
- Our Goal: Total Staff Proficiency by June 2007
Definition (continued)

What are you changing?

Why are you changing it?

Process

Product

Interest

Learning Profile

True or False?

• Myth: DI is all about long-term projects.

• Myth: DI is a lot more work for me.

• Myth: I’ll have to recreate my whole curriculum.

• Reality: DI works for a wide range of educational tasks.

• Reality: DI is ultimately much simpler than fully individualized instruction.

• Reality: 1) DI teachers don’t differentiate everything. 2) Many projects can easily be retooled. 3) You have an on-site coach!

C) The HOW

(A sampling…)

• Tic-Tac-Toe

• Pick-a-Project

• Cube-it

• Stations and Centers

• Tiered

• Most Difficult First

Tic-Tac-Toe: Positive and Negative Numbers

(Daily work, enrollment, able to be tested)

Write three story problems that require knowledge of evaluating, adding or subtracting positive and negative numbers.

In a paragraph, what happens when you add a positive and a negative? Why does 6 + (-5) = 1? Why does 7 + (-7) = 0?

As I’ve explained in class, I always think of positive and negative numbers like gambling. What is another analogy? Explain your analogy and give examples.

Create 5 number sentences with the answer -2.

Create a grid and graph these questions visually on graph paper:

-10, -9, -8, -7, -6, -5, -4, -3, -2, -1, 0, 1, 2, 3, 4, 5, 6, 7, 8, 9

(Four examples, if your grid is based on trees, you could show -17 limes.)

Draw a number line based on an underground line.

Draw a number line based on a football field with lines of scrimmage.

Place these numbers on a number line: -7, -6, -5, -1, 3, 8, 0.

Build a model number line with classroom manipulatives. Take a picture of it with the mini selected camera, and be prepared to explain your representation.

Pick-a-Project: Life Cycle of a plant

(Designed for non-readers K/1/2)

Verbal-Linguistic: Tell a partner the four stages of a plant’s life.

Logical-Mathematical: Put the four sequencing cards with the stages of plant life in the right order.

Visual-Spatial: Draw the stages of a plant’s life cycle on a provided chart.

Body-Kinesthetic: Act out the following stages: seed, germination, growth, bloom.

Musico-Rhythmic: Create a chant or a clapping game about the life cycle of a plant with a partner or by yourself.

Interpersonal: Work with a partner to compare the life-cycles of a flower and a tree in a sheet of big paper.

Intrapersonal: If you were a plant which stage would you want to be in and why?

Draw a picture.

Naturalist: Go outside and try to find plants in different stages of development. Take the digital camera and get photos to make a class book.

Cubcit: A Series of Unfortunate Events

Describe it

Compare it

What do you think the Baudelaire orphans look like? Draw pictures of three of them.

Create a Van diagram. Label the left circle “Unfortunate Events” and the right circle “Harry Potter.” What are some similarities between the two系列 books we’ve read?

Choose 2 quotes from the book to support your interpretations of each character and write page numbers with your quotations.

What are some differences?

Associate it

Analyze it

Create a timeline of the events we know about the Baudelaires from the first two books. Begin when Violet is a baby, and continue until the end of “Thrive the Second.”

How are the characters changed throughout the course of the two books? For better or for worse? Choose three of the following characters – Violet, Klaus, Sunny or Count Olaf – and write a paragraph on each one.

Apply it

Argue for or against it

Lexicon Section uses a particular writing style in which he tries to convince the reader not to read his stories. Write an essay in the same style in which you try to convince me NOT to read this book portfolio.

Create a premise and support it from the point of view of the Baudelaires or Count Olaf. Convince your reader why your side deserves the Baudelaires’ fortune. Include at least 3 questions from the book with page numbers.
Stations and Centers

- Centers
  - Permanently devoted to a specific skill
  - Listening Center, Math Center, Science Center
- Content changes, but not overall skill
- For example, we always have a science center, but when we studied Ancient Greece it was about Archaeology, and when we studied The Book it was about navigation.

- Stations
  - Topic-based learning stations that break down one particular lesson.
  - Analog: PE
    - For example, when we studied fractions, we had four stations: one around the room devoted to understanding fractions better, and we spent 2 class periods moving through them.

Centers or Stations: Poetry

1. ART: Create word collage poetry using the newspaper and magazine headlines provided. (Your poem needs to have a theme, and you should be able to explain it to me.) If you finish early, you can decorate your masterpiece.
2. MATH: Work with your group to determine the rhyme scheme of one of the 5 poems provided at the station. Write out the rhyme scheme using letters A-D (as we’ve discussed). Then, with your group, create your own silly or serious poem using the same rhyme scheme. If you finish early, check the work of the previous group.
3. COMPUTER: Work with a partner on the computer, and go to the five bookmarked pages on your browser. Read all of the poems with your partner. Choose one of them and work with your partner to write “bullet points” about how or why an X on a 1-5 scale. Put your card in the class library box. If you finish early, read terms of your author’s poetry again.
4. WRITING: Choose one of the following forms of poetry—couplet, haiku, or limerick—and use it to write about your favorite month. When you’re done, cut your poem out and put it on the poem that the month you chose. If you finish early, write a different kind of poem for the board.
5. LISTENING: Put on a wellness and listen to the poetry taped provided, while reading the poetry. What makes reading poetry slowed different than reading other writing? Discuss with your group. Is it a good poetry reading and is it bad one? Use the chart provided to record your group’s ideas. If you finish early, take turns using your notes to write the same poem, but add your own.

Cooperative Tiered Assignment (daily work)

(Alternative to answering chapter questions)

- Social Studies
  - Chapter 2: Family Structures
  - Your group will answer ONE of the following:
    1. Create a Venn diagram showing the similarities and differences between Japanese family and American family.
    2. Survey 10 people in school, how many are in their families, how did or are the people in their families? Where do their grandparents live? Use a matrix to keep your data organized.
    3. Write a paragraph to summarize your ideas.

- Science
  - Chapter 12: The Skeletal System
  - The individuals in each group will answer ONE of the following: be prepared to then share with a member of another group.
    1. Label this model of the skeletal system. Color the 3 largest bones red. Color the 2 smallest bones (or muscles of those bones) blue.
    2. Tyrone broke his thigh playing basketball. Where is this bone? Write a narrative of how the ER doctor went through to set his bone. Why will the doctor follow these steps?
    3. Compare the human skeleton to an animal skeleton. How are they the same? How are they different? Build a venn diagram to record your ideas.

Most Difficult First

- Appends to teachers and students sense of fairness and reason.
- Easy application in math problem sets, spelling, vocabulary—anything progressive.
- How does it work?
  - Students choose to do the whole assignment (1-23 odds) or breathe and choose to do the most difficult first.
  - Student who choose the homework (last few problems, for example.)
  - Student who choose the first one (if he gets it right, he can keep going. If he gets it wrong, it’s no big deal, try again). The student who choose the first one. The student who choose the first one. The student who choose the first one. The student who choose the first one.
  - MAR is right, full points. If MAR is wrong, proportionally scored AND cannot do MAR and incomplete.
  - So, in essence, the final assignment was 12 problems, the MAR way 5. Book is worth the same number of points. So, mar/5 = 20%, as minus E = 22%.
  - You can certainly customize this—give no points for the homework if any are wrong, ask to ask to ask to ask for the homework if any are wrong.
  - The main idea is simply not to always require students to do pages of work, check them, or mar with feedback.

Tiered Religion Quiz: The 7 Sacraments

Complete one question from each row. 48 points possible.

Row 1 = 12 points each
Row 2 = 14 points each
Row 3 = 16 points each
1. Name the seven sacraments. What are the rituals associated with them?
2. Describe the seven sacraments. What are the rituals associated with them?
3. Name the seven sacraments, and write about your ideas of what might be appropriate symbols for each of the sacraments. Why did you pick each symbol?
4. What are the three sacraments of initiation?
5. What are the three sacraments of initiation? What do they indicate? What is an example of another kind of initiation?
6. What are the three sacraments of initiation? Why are there three sacraments of initiation, instead of just one?
7. Which two sacraments do we think of as "sacraments of service"?
8. What are the two sacraments of service? What is different about them?
9. What are the two sacraments of service? How are those two sacraments different? What is different about them?

Your learning specialist,
your friend...

- Monthly meetings (or more) for personal curricular development
  - First one schedule on my door, we'll set a standing meeting.
- Monthly 30 min staff development at faculty meetings
- Class visits and curriculum in 1/4 (7)
- Column in Dragon Post
- Observation and support, coaching, alternative strategies...
- Advocacy and support