

Engaging All Learners

Differentiation In the Library Media Center

CASL Conference

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**Differentiation is a philosophy
that a teacher and a professional learning community embrace
to reach the unique needs of every learner.**

A differentiated classroom is a learning environment
where a wide array of teaching practices
are used to meet differences in
student learning styles, readiness and interest.

Six Guiding Principles of Differentiated Instruction

1. All students are expected to meet the same set of learning objectives/standards.*
2. All students need to participate in pre-assessment activities.
3. All learning experiences are based on student readiness, interest and/or learning styles.
4. All students work is completed in a variety of group configurations.
5. Assessment of student needs is ongoing, and tasks are adjusted based on assessment data.
6. All students demonstrate knowledge/learning through a variety of respectful tasks.

** Unless indicated in a PPS IEP*

Benefits of Differentiated Instruction

Increased Academic Learning for ALL Students.
Decreased Frustration due to confusion or boredom.
Increased Opportunities to Discover and Build upon Personal Strengths.
Enhanced Autonomy and Intrinsic Motivation for Learning.
Improved Self-Directed Learning Behaviors.

EFFECTIVE TEACHERS DIFFERENTIATE THROUGH

PROCESS

CONTENT

PRODUCTS

ACCORDING TO STUDENTS'

READINESS LEVELS

INTEREST

LEARNING STYLES

**IN AN ENVIRONMENT STRUCTURED TO MAXIMIZE STUDENT
LEARNING.**

A Collection of Assessment Types

Diagnostic Assessments	Formative Assessments	Summative Assessments
<p>KWL / KWLA FOUR Corners</p> <p>Quick Writes Anticipation Guides Quick Check Cards Word Splashes Graphic Organizers Gallery Walks</p> <p>Writing Prompts Common Assessments District Assessments State Assessments</p> <p>Daily Work Observations Dialogue</p>	<p>KWL / KWLA FOUR Corners Quick Writes Anticipation Guides Quick Check Cards Word Splashes Graphic Organizers Gallery Walks</p> <p>Classwork Homework Exit Tickets Journal Prompts Research Studies Case Studies Inquiry Labs</p> <p>Quizzes Reports Presentations</p> <p>Daily Work Observations Dialogue</p>	<p>Unit Tests Writing Prompts Common Assessments District Assessments State Assessments</p> <p>Problem-Based Learning Presentations</p> <p>Culminating Projects Culminating Presentations</p>

A Collection of Great Strategies for Differentiating Instruction

PROBLEM BASED LEARNING ASSIGNMENTS
CURRICULUM COMPACTING FOR STUDENT GROWTH
JIGSAW COOPERATIVE LEARNING ACTIVITIES
LITERATURE CIRCLES
LEARNING CENTERS
TIERED INSTRUCTION
VARYING JOURNAL PROMPTS
RAFT ASSIGNMENTS
TIC TAC TOE / BINGO ASSIGNMENTS
CHOICE BOARDS
LEARNING CONTRACTS
ANCHOR ACTIVITES
HOMEWORK COUPONS
GALLERY WALKS

TECHNOLOGY RESOURCES
including but not limited to WEBQUESTS

A Collection of Great Resources for Differentiating Instruction

ONLINE RESOURCES

[Carol Ann Tomlinson's Fulfilling the Promise of Differentiation](#)
[Learner's Link Differentiated Instruction](#)
[UBD Exchange](#) and [UBD Exchange Links](#)
[Jay McTighe's Understanding by Design Educational Consultanting](#)

ONLINE ARTICLES

[Reconcilable Differences? Standards-Based Teaching and Differentiation](#)
[Mapping a Route Toward Differentiated Instruction](#)
[What is Understanding by Design](#)
[The Essential Nine from Classroom Instruction that Works](#)

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- Wiggins, G., & McTighe, J. (1998). Understanding by design. Alexandria, VA: ASCD.
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RESPONSE CARDS: QUICK INDIVIDUAL ASSESSMENT

Each student has two – four index cards.

Simple statements or words are written on each card.

True / False

Yes / No

Active Voice / Passive Voice

Animal / Mineral

Addition/Subtraction/Division/Multiplication

Students raise the appropriate card to the teacher's questions/prompts.

UNDERLINE AND CIRCLE: Cooperative Reading Activity

Students read an article independently before following a protocol for discussion.

Protocol:

Individually

Read the article.

Highlight a sentence that stands out as key.

Circle a word that stands out as key.

As a group:

Select a Facilitator and a scribe.

Take turns reading your sentence (do not write).

Take turns reading your word (Scribe writes down each person's word).

Discuss the common threads in what people identified.

Reporting back to the group:

What conclusions did your group draw about the article

Additional Activity:

Write a sentence -- using the circled words -- which captures the spirit of the author's message.

RAFTs: DIFFERENTIATED WRITING PROMPTS

A RAFT is a four-step writing prompt designed to guide students through a writing or presentation piece.

Students are responsible for selecting

the Author's/Presenter's **Role** or voice in the piece,
the **Audience** for which the piece is intended,
the **Format** of the piece, and
the **Topic** of the piece

The purpose of the RAFT prompt is to engage students in a writing experience that allows them creatively to demonstrate their understanding of what has been taught. Rather than transferring information they have researched or learned, students craft a creative response embedded with facts. The RAFT paper can be assigned as a formal writing process assignment (brainstorming, drafting, peer conferencing, etc.), or as a short writing exercise to provide immediate reflection.

RAFTs are a great way to differentiate as teachers can develop many different RAFTs focused on the same text and/or subject that can be adjusted for skill level, background knowledge, interest level, challenge.....et cetera.

Template for a RAFT:

ROLE	AUTHOR	FORMAT	TOPIC

LITERATURE CIRCLES: Cooperative Learning Groups

“Literature Circles” — small groups of students gathered together to discuss a piece of literature in depth — is a teaching method that allows students to become critical thinkers as they engage in ongoing dialogue with a book or article. Literature circles provide a student centered way for students to engage in critical thinking and reflection as they read, discuss, and respond. Through structured discussion and extended written and artistic response, this strategy guides the students to a deeper understanding of what they read. The key aspect of this strategy is the structured use of role sheets as the students learn to discuss and contribute to the group. These sheets can also be used as evaluation tools.

JIGSAW; COOPERATIVE LEARNING ACTIVITY

A jigsaw is a cooperative learning teaching strategy appropriate for use with a reading or research project. In Jigsaw, students begin in “base groups” of four to six students, and then move into “expert groups” to learn different parts of a larger topic. Finally, they return to their base groups to teach this information to the other members.

The purpose of the Jigsaw is to help students gain an in-depth understanding of the reading material by working together and teaching each other the content. During Jigsaw, students become experts on their sections of a reading or research project. They then teach their sections to others in their base group. (The activity and process is similar to putting together a jigsaw puzzle: The whole is not complete until each group member has added his/her section.)

Jigsaw is used as follows:

- 1. Base groups:** Students are assigned to base groups of four to six students. The students in each base group are numbered one, two, three, four ...
- 2. Reading:** Each base group member is assigned, by number, to a section of a reading. If the assignment is a research project rather than a reading, each base group member receives a specific portion of the topic to research.
- 3. Expert groups:** Students are then divided into expert groups, each student on an expert group having received the same part of the assignment. (All number ones form an expert group, all number twos form a different expert group, and so on.) Each expert group must prepare its members to go back and teach their topic to their base group. The teacher may wish to prepare information sheets or handouts to guide the expert group discussions.
- 4. Teaching base groups:** Students return to their base groups and teach their section of the reading or research topic.

Individual students may then be given a follow-up assignment – reflection piece, quiz, et cetera

Resources <http://www.jigsaw.org/>

CHOICE BOARDS: TIC-TAC-TOES AND BINGOS

Choice boards provide students with tiered/leveled assignments. They are collections of activities from which a student can choose one or more assignments. They are generally presented in a grid – sometimes with an open square allowing for student choice. This format can be applied to extension activities, contracts, study guides, group projects or independent studies. They allow a teacher to differentiate content, process and product according to different levels of student readiness, interests and/or learning styles.

Choice Boards are often referred to as Tic-Tac-Toe or BINGO assignments.

PROBLEM BASED LEARNING: Differentiated Learning Groups

Problem Based Learning is "an instructional strategy in which students confront contextualized, ill-structured problems and strive to find meaningful solutions." Problem-based learning (PBL) ends up orienting students toward meaning-making over fact-collecting. They learn via real-world problem sets and situations. Because of that, and all that goes with that, namely the dynamics of group work and independent investigation, students achieve higher levels of comprehension; develop more learning and knowledge-forming skills and more social skills as well. This approach to teaching brings prior knowledge into play more rapidly and ends up fostering learning that easily transfers to new situations.

LEARNING CONTRACTS: STUDENT-TEACHER AGREEMENTS

A learning contract is a written agreement between a teacher and a student that sets out independent work for the student. The contract helps students to set daily and/or weekly achievement goals. It can also be used by the teacher to monitor student progress and to help provide effective feedback. The assignments in the actual contracts vary based on specific student needs.

LEARNING CENTERS: TIERED CENTERS FOR SKILL DEVELOPMENT

Learning centers can be effectively structured for differentiation when activities are varied for student interests, learning styles and readiness levels. It is critical that students understand their roles in their learning centers prior to participating within them. Opportunities for self and/or peer checks should be embedded within each center.

HOMEWORK COUPONS: VARIED HOMEWORK ASSIGNMENTS

Carefully designed homework coupons offer students leveled choices around one text or concept. Teachers, parents or students may choose the appropriate coupon depending on the nature of the assignment and the level of the student.

ANCHOR ACTIVITIES: WHAT DO I DO NEXT ACTIVITIES

Anchor activities are carefully selected activities for students to work on independently when they have completed their classroom assignments.

“This may be a list of activities that a student can do to at any time when they have completed present assignments or it can be assigned for a short period at the beginning of each class as students organize themselves and prepare for work. These activities may relate to specific needs or enrichment opportunities, including problems to solve or journals to write. They could also be part of a long-term project that a student is working on. These activities may provide the teacher with time to provide specific help and small group instruction to students requiring additional help to get started. Students can work at different paces but always have productive work they can do. Some time ago these activities may have been called seat-work, and should not be confused with busy-work. ***These activities must be worthy of a student’s time and appropriate to their learning needs.***”

Carol Ann Tomlinson

GALLERY WALK : COOPERATIVE LEARNING ACTIVITY

Directions:

Create question stems / problems

Post on chart paper and hang around the room

Divide participants up into same number as groups as chart paper (ideal: 6)

Have the participants select a writer and a symbol (or give ahead of time)

Have the participants travel around the room in groups

Participants should read and discuss the question

Participants should post their response – with their symbol

The groups should rotate in the same direction in a timely manner