Shifting the Way We Think:

Session 4:

Pillar 2-Instructional Strategies
Shifting the Way We Think:

Session Outcomes:

Participants will be able to:

- Use a framework to observe for differentiated instructional strategies in the classroom
- Self-assess knowledge, skill and readiness in regard to Pillar Two and identify possible next steps for implementing Pillar Two at your school
Primary Prevention

Secondary Prevention

Tertiary Prevention

Assessment Literacy
Curriculum Design
Instructional Strategies
Behavior Management

Targeted Group Interventions

Teacher Assistance Team

Wrap Around

On-going Assessment

Wednesday, July 21, 2010
Four Factors That Promote the Primary Prevention of Curriculum Casualties

- Assessment Literacy
- Curriculum Design
- Instructional Strategies
- Behavior Management Plan
Factor 2: Instructional Strategies
Key Indicators
Key Indicators

- Talk about effective teaching strategies
- Teachers collaborate on implementing strategies
- Values use of DI
- Evidence of DI in the classrooms
Carol Ann Tomlinson
Differentiated Instruction
DI is..

An approach that benefits all students
Curriculum, instruction, and assessment that is carefully designed to meet the needs of students

Creating diversity in instruction- mixing lesson formats, instructional arrangements, support, etc. for all learners

Something most teachers are doing already perhaps without realizing it

Wednesday, July 21, 2010
DI is not...

- An approach designed to help just disabled students
- Adaptations “tacked on” to already developed lessons
- Changing parts of a lesson for one or two students
- A new approach to teaching and learning
Understanding the needs of Struggling Learners

- DI helps to pay attention to relevance
- DI goes for powerful learning
- DI helps to set the bar high
- DI uses many avenues for learning
Understanding the needs of advanced learners

• Advanced learners can become mentally lazy, even though they do well in school

• Advanced learners may become “hooked” on the trappings of success

• Advanced learners may become perfectionists
Pre-Assessment
Learning profile refers to how students learn best. Those include learning style, intelligence preference, culture and gender. If classrooms can offer and support different modes of learning, it is likely that more students will learn effectively and efficiently.
"As we start a new school year, Mr. Smith, I just want you to know that I'm an Abstract-Sequential learner and trust that you'll conduct yourself accordingly!"
Readiness
Readiness refers to a student’s knowledge, understanding, and skill related to a particular sequence of learning. Only when a student works at a level of difficulty that is both challenging and attainable for that student does learning take place.
Interest
Interest refers to those topics or pursuits that evoke curiosity and passion in a learner. Thus, highly effective teachers attend both to developing interests and as yet undiscovered interests in their students.
Pillars of DI

Learning Environment

Content

Process

Product
Pillars of DI

The Learning Environment refers to the context in which the differentiation takes places.

Environments should be flexible and nurture student ownership of learning.
“An environment that contains mainly predictable or repeated stimuli (like some classrooms?) lowers the brain’s interest in the outside world and tempts it to turn within for novel sensations.”

David Sousa, “How the Brain Learns”
Creating Climates for Differentiation

- Emphasis on active learning
- Involving pupils in the assessment process
- Creating a questioning climate
- Establishing routines that develop independent learning
- Creating a flexible learning environment
- Creating a person centered rather than curriculum centered instructional climate
- Establishing Celebrations of Success
Everyone knows learning must be serious and difficult and you must remain seated at all times. No fun allowed.
The process of how the material in a lesson is learned may be differentiated for students based on their learning styles, taking into account what standards of performance are required for the age level.

This stage of differentiation allows students to learn based either on what method is easiest for them to acquire knowledge, or what may challenge them most.
Robert Marzano

Classroom Instruction that Works

Research-Based Strategies for Increasing Student Achievement
Average Percentile Point Gains on Student Achievement Tests

- Identifying Similarities and Differences: 45
- Summarizing and Note-Taking: 34
- Reinforcing Effort and Providing Recognition: 29
- Increasing Value in Homework and Practice: 28
- Using Non-Linguistic Representations: 27
- Incorporating Cooperative Learning Effectively: 27
- Setting Objectives and Providing Feedback: 23
- Generating and Testing Hypotheses: 23
- Utilizing Questions, Cues, and Advance Organizers: 22

Based on the work of Marzano, Pickering, and Pollock.
Center for Catholic School Effectiveness

SOS Materials located at luc.edu/ccse
When an educator differentiates by product or performance, they are affording students various ways of demonstrating what they have learned from the lesson or unit.
Differentiating Products

- Giving options on how to express required learning (make a mural, write a letter, create a puppet show, etc.)

- Using different rubrics to match and extend students’ skill levels

- Allowing students to work alone or in groups to complete product

- Encouraging students to create own product as long as it contains the required elements
Creating Tic-Tac-Toe (or Choice Boards)

Arrange activities across row by category (learning style, product level, etc)
Students pick one activity from each row
Student work to complete activities

Fosters engagement by enhancing choice
RAFT is an acronym that stands for

Role of the student. What is the student’s role: reporter, observer, eyewitness, object?

Audience. Who will be addressed by this raft: the teacher, other students, a parent, people in the community, an editor, another object?

Format. What is the best way to present this information: in a letter, an article, a report, a poem, a monologue, a picture, a song?

Topic. Who or what is the subject of this writing: a famous mathematician, a prehistoric cave dweller, a reaction to a specific event?
When a teacher differentiates content they may adapt what they want the students to learn or how the students will gain access to the knowledge, understanding and skills.

Educators are not varying student objectives or lowering performance standards for students. They use different texts, novels or short stories at a reading level appropriate for each individual student.
**KNOW** (facts, vocabulary, dates, rules, people, etc.)

*ecosystem, elements of culture (housing/shelter, customs, values, geography)*

**UNDERSTAND** (complete sentence, statement of truth or insight - want students to understand that . . .)

**DO** (basic skills, thinking skills, social skills, skills of the discipline, planning skills---verbs)

- Compare and contrast
- Draw conclusions
- Work collaboratively
- Develop a timeline
- Use maps as data
- Compare and contrast
- Write a unified paragraph
- Examine varied perspectives
Differentiating Content

- Using reading materials at different readability levels
- Putting text on tape
- Using spelling or vocabulary lists at readiness level of students
- Presenting information through visual and auditory means
- Using reading buddies
- Meeting with small groups to re-teach ideas or skills for struggling learners or extend the thinking or skills of advanced learners