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Beyond Differentiated Instruction

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Which of the following is most true for you?

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- a) I don't have time to make all those different lesson plans for all those differentiation needs.
- b) I cannot seem to diagnose my students' needs correctly.
- c) I don't really understand what differentiation is.
- d) I am being told to differentiate but I don't know how to do it.

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4 Differentiation Mistakes

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- ✎ Creating multiple assignments rather than multiple pathways.
- ✎ Differentiating by learning style rather than learning need.
- ✎ Differentiating by achievement level rather than learning level.
- ✎ Differentiating down instead of up.

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So what does that look like???

Traditional Differentiation



Customization



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Getting Started

✔ Creating customizable classrooms is easier than you think!

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Step One: Determine what type of knowledge is required.

- ✔ **Content Knowledge:** The “what.” Subject specific knowledge.
- ✔ **Procedural Knowledge:** The “how.” skills that allows the learner to process or manipulate the content.

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Content or Process?

✎ Know the definition of irony?

- a) Content
- b) Process

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Content or Process?

✎ Know the definition of irony?

- a) Content

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Content or Process

✎ Explain how an author's use of irony helps strengthen his overall argument.

- a) Content
- b) Process

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Content or Process

✎ Explain how an author's use of irony helps strengthen his overall argument.

- a)
- b) Process

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Content or Process

Know the difference between a dependent and independent variable in an experiment.

- a) Content
- b) Process

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Content or Process

Know the difference between a dependent and independent variable in an experiment.

- a) Content

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Content or Process

Calculate limits using algebra.

- a) Content
- b) Process

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Content or Process

Calculate limits using algebra.

- a)
- b) Process

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Content or Process

Understand the difference between whole numbers and fractions.

- a) Content
- b) Process

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Content or Process

Understand the difference between whole numbers and fractions.

- a) Content
- b)

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A Shortcut for Finding the Content and Process

- ☞ To find the content, look at the nouns of the standard.
- ☞ To find process, look at the verbs of the standard.

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Social Studies Standard

Interpret maps to answer geographic questions, infer geographic relationships, and analyze geographic change

Content

- ☞ Maps
- ☞ geographic questions
- ☞ geographic relationships
- ☞ geographic change

Process

- ☞ Answer geographic questions
- ☞ Infer relationships
- ☞ Analyze change

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Math Standard

Determine the intercepts of the graphs of linear functions and zeros of linear functions from graphs, tables, and algebraic representations

Content:

- ✓ Intercepts
- ✓ Graphs
- ✓ Linear functions
- ✓ Zeros of linear functions
- ✓ Tables
- ✓ Algebraic representations

Process:

- ✓ Determine the intercept

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Step Three: Diagnose Your Students

Once you understand what is required by your standards, you are ready to diagnose your students' needs.

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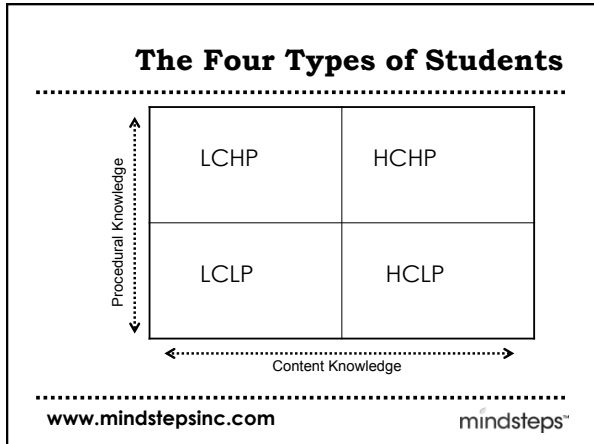
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The Four Types of Students

- ✓ **LCHP**- Low Content, High Process
- ✓ **LCLP** – Low Content, Low Process
- ✓ **HCLP** – High Content, Low Process
- ✓ **HCHP** – High Content, High Process

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- ### Diagnosing Your Students
- ✔ Pre-test
 - ✔ Pre-test/ Post-test
 - ✔ Student self-identification
 - ✔ Teacher identification based on past student performance.
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- ### To Support Low Content
- ✔ Accelerate students through pre-teaching
 - ✔ Work on vocabulary
 - ✔ Use graphic organizers and other organizational strategies
 - ✔ Activate prior knowledge
 - ✔ Supplement background knowledge
 - ✔ Minimize irrelevant prior knowledge
 - ✔ Review
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To Support High Content

- ✔ Add ambiguity
- ✔ Add complexity
- ✔ Include nice-to-knows

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To Support Low Process

- ✔ Break the process down into smaller steps
- ✔ Use analytic rubrics
- ✔ Use distributed practice versus full-length performance every time
- ✔ Explicitly teach the individual skills that make up the process
- ✔ Provide guided practice and coaching
- ✔ Create a feedback loop

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To Challenge High Process Students

- ✔ Increase complexity of the process by adding more parts
- ✔ Help students use multiple processes at once
- ✔ Add additional constraints

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REMEMBER...

You do not need to know exactly where each student falls on the grid in order to differentiate. By planning for all four types of students and making the resources available to everyone, you can still provide students with a customized experience through the lesson.

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Step Four:

Plan ONE lesson and build in supports for each type of student.

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One Lesson

- Step One: Create your unit plan
- Step Two: At each stage of the unit, figure out what supports (if any) each of the four types of students will need to access that part of the unit.
- Step Three: Make those supports available to everyone, mandatory for some.

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What does it look like?

Sample Differentiated Unit Planning Template: History

Students will evaluate the extent to which the Articles of Confederation were effective in solving the problems that confronted the new nation.	Read the textbook pages 77-130 on the Articles of Confederation. Class lecture on reading the following day	Class discussion on the Articles of Confederation.	Essay outline using notes from reading, lecture, and class discussion.	F: Quiz on reading S: Timed Essay. Evaluate the extent to which the Articles of Confederation were effective in solving the problems that confronted the new nation.	F: Film: The Articles of Confederation. - Note-taking outline - Anticipation Guide
HCHP	Mention a few nice-to-knows that will not be on the test.	None	Require four body paragraphs instead of three. (add complexity)	Rubric Review	Nice-to-knows
HCLP	Provide a note-taking graphic organizer. Provide an anticipation guide for chapter.	Provide discussion starters.	Provide outline template. Also have students write a practice essay.		Anticipation Guide Note-taking outline
LCHP	Post a time line in class and point to it during the lecture.	Allow to use notes during class discussion.	Practice essay.		Film: The Articles of Confederation
LCLP	Provide a note-taking graphic organizer and anticipation guide.	Discussion starters and allow to use notes.	Outline template.		The Articles of Confederation. Practice Essay writing

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Yes, But...

- ☞ I don't have time to do this.
- ☞ I am unsure how to get started.
- ☞ This seems like hard work.
- ☞ How is this any different than what's already out there?

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What's Next

- ☞ View sample Differentiated unit plans and check out our other FREE differentiation resources at www.mindstepsinc.com/differentiation
- ☞ Learn more with The Differentiation Workbook at www.mindstepsinc.com/differentiation

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