

DIFFERENTIATED INSTRUCTION ASSIGNMENT

"Differentiating instruction is a form of instruction that seeks to "maximize each student's growth by recognizing that students have different ways of learning, different interests, and different ways of responding to instruction. In practice, it involves offering several different learning experiences in response to students' varied needs. Educators may vary learning activities and materials by difficulty, so as to challenge students at different readiness levels; by topic, in response to students' interests; and by students' preferred ways of learning or expressing themselves."

(<http://www.ascd.org/research-a-topic/differentiated-instruction-resources.aspx>)

Diane Ravitch, ASCD

Differentiating instruction is teaching objective(s) in different ways to meet the needs of all learners.

"Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction."

Carol Ann Tomlinson

COMPONENTS OF ASSIGNMENT:

(This is a brief overview of the assignment. Refer to Assignment Submission section for more specific instructions.)

- As teacher interns, you are required to include differentiation (remediation and enrichment) in all of your weekly plans throughout the internship. For this assignment, you will focus on specific students. You will plan and implement differentiation methods through activities/teaching strategies based on the specific individual needs of the chosen students and document the effectiveness of each method. You will do this for a two-week period of time. During this time, you will continue to differentiate instruction to meet the needs of all students you teach, but will collect data and documentation only for the specific students you chose to work with for this assignment.
- Explanation and brief reflection of differentiation strategies/activities.
- Research/evidence-based differentiation strategies with sources.
- Weekly plans for the two week period of time.
- Signed permission forms for chosen students.

SELECTING STUDENTS:

- Interns in all majors and content areas (except physical education) will choose two students as their focus for this assignment.
- Choose one student who has a history of struggling and often requires remediation, and one above average learner who would benefit from planned enrichment activities. It's preferred that you choose students who are part of an inclusion program and a gifted program. If there are no students in your class(es) enrolled in either of these programs, choose one lower level student and one higher level student.
- If struggling student has an IEP, request to view it so you will have a better understanding of the student's needs.
- *Physical Education Interns:* If you only see each class of students once or twice a week, you may choose more than two students, but should choose students who struggle or are uninterested in athletics and physical activities and students who enjoy and excel in athletics and physical activities. If you only see your students weekly, you should choose six students (three who struggle or are uninterested and three who excel in physical activity) each week for the two weeks. You may use the same six students for the two weeks you complete this assignment, or use different students. You should end up with twelve entries for this assignment – six methods of differentiated instruction for struggling/uninterested students (three per week) and six methods of differentiated instruction for students who excel at physical activities (three per week).

DOCUMENTATION PERIOD:

- Interns will complete this activity over a two week period of time, implementing at least three different methods of remediation and three different methods of enrichment (using a variety of teacher created and research/evidence-based strategies) for each week.
- *Elementary Interns in self-contained placements:* If planning a unit that will last two weeks, (e.g., *space* in science, *long division* in math, *main ideas and supporting details* in reading, etc.) you may complete the assignment during a planned two week unit, in one content area (science, math, OR reading). If you are not planning a two week unit, you can choose to complete the assignment in two different content areas, one week

in each (e.g., one week during reading instruction and one week during math instruction), with the same focus students.

- Secondary Interns, Elementary Interns in departmentalized placements, Special Education, Music, AISE, Technology Ed., and Human Sciences Interns – Document differentiated instruction for chosen students for a two week topic of study or on two different topics, one week each.
- Physical Education Interns – Because each physical education lesson isn't necessarily a building block or a requirement for the next lesson, PE interns will document six ways in which they differentiated instruction for specific students each week (three for struggling/uninterested and three for students who excel at physical activities) for a two week period of time. (See information under *Selecting Students* above.)

DIFFERENTIATED INSTRUCTION:

Before planning differentiation, take a few minutes to check out the resources listed below under *Examples and Resources*. The first two sites were highly recommended and VERY informative.

- Differentiation for focus students must meet each student's individual needs.
- Documentation should include three different ways or methods of differentiation for each child each week. For example, if you were teaching vocabulary and your struggling student did not understand the words merely through class discussion, what would you do? How would you teach the words in a different way to this student? What are some other methods you could use?
- At least one method of differentiation each week must be research/evidence-based. (For assistance, refer to *Examples and Resources* below.)
- Differentiation should be engaging, innovative, and creative and CANNOT INCLUDE WORKSHEETS.
- Differentiation should help struggling students master objectives successfully and extend advanced students' learning through challenging tasks and projects.
- Differentiation for struggling students will probably take place during the school day, just because of the nature and needs of these students. They usually struggle with independent tasks, require more direction, guidance, and supervision, etc. There are several websites under resources that will help you plan differentiation for these students.
- Differentiation for gifted/advanced/above average students can be projects/activities that they complete independently at home or school. If possible, let them present their completed projects to the class to recognize them for their hard work. The following are examples of differentiated instruction for advanced students :
 - Above average students in geometry may be asked to complete some type of quilt project at home that they will present to the class when finished. (<http://www.thecraftstudio.com/gwc/quiltsYour/jean.htm>; http://mercury.educ.kent.edu/database/eureka/documents/LessonPlan_QuiltingGeometry.pdf)
 - Elementary students studying the American Symbols could be asked to create a flag exemplifying facts about their family. (<https://www.teachingchannel.org/videos/building-student-identities>)
 - For science, students could create biome brochures. (<http://sciencecushmeer.blogspot.com/2013/03/biome-travel-brochure-project.html>)
 - For music, students could compose a piece of music, build/create their own musical instrument, reinforce skills in critical thinking, listening, memory, visualization, and concentration through singing, etc. (<http://oldweb.madison.k12.wi.us/thoreau/activities.htm>; <https://www.teachervision.com/activity/resource/5855.html>)
 - In PE, students could create their own game that must include specific criteria (<http://www.humankinetics.com/excerpts/excerpts/an-introduction-to-student-designed-games>). This website has lots of suggestions. Refer to the section titled *For those who are Gifted and Talented in Physical Education* under the heading *Provision of the Gifted and Talented pupils in Physical Education* (http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=0CDAQFjAB&url=http%3A%2F%2Fwww3.hants.gov.uk%2Fhssps_g_t_pe_sport_dance_policy_agreed_version_june_2007.doc&ei=K3tNUy9kIIXK8wGsp4DwBw&usq=AFQjCNGPTv6DWbwVpzzr_k09odJi6o69psA&sig2=ygNMwmGAOFwuPYNg35ZmgQ)
- Sometimes differentiation strategies are not as effective when implemented, even though we thought they would be when planning them. This is a learning experience and is still considered valuable information. If a

method was ineffective and made no difference in achievement of student(s), record and reflect on this method anyway. Explain what you plan to do next? Why wasn't it effective?

ASSIGNMENT SUBMISSION:

Read all information above very carefully and take all of it into consideration when submitting the following information:

- Weekly plans for the two weeks for the subject/class period in which differentiation was incorporated. Make sure that differentiation methods are present in these plans.
- Completed artifact form in TaskStream for each method of differentiation – 12 total, 3 each week for 2 students. Documentation must be completed and submitted on forms created within TaskStream. Interns can enter and save information throughout the two week period and submit when all entries are complete.
- Research – Include all sources for research-based differentiation strategies. (textbooks, internet, journals, etc.)
- Include a brief reflection of each differentiation method – Was it effective? Ineffective? If ineffective, what is the next step? Why? How do you know? What was the impact on student achievement?
- Scan and submit signed permission forms for chosen students. (MUST have these.)

DIFFERENTIATED INSTRUCTION RESOURCES

Websites:

<http://ies.ed.gov/ncee/wwc/default.aspx> - What Works Clearinghouse - We review the research on the different *programs, products, practices, and policies* in education. Then, by focusing on the results from *high-quality research*, we try to answer the question "What works in education?" *Our goal* is to provide educators with the information they need to make evidence-based decisions.

<http://www.interventioncentral.org/> - Intervention Central provides teachers, schools and districts with free resources to help struggling learners and implement Response to Intervention and attain the Common Core State Standards.

http://www.internet4classrooms.com/links_grades_kindergarten_12/sample_units_lessons_differentiated_instruction.htm - Differentiated Instruction: Sample Units/Lessons for K-12

<http://www.scholastic.com/teachers/article/8-lessons-learned-differentiating-instruction> - 8 Lessons Learned on Differentiating Instruction

<http://bcove.me/0r9eoeua> – Educating Everybody's Children

http://youtu.be/i_QnmAuFpQI - Differentiated Instruction in Math

<http://youtu.be/1SWQ7alGawI> - Teaching High School – Differentiated Instruction

<http://www.youtube.com/watch?v=akvDT9KFZPw&feature=share&list=PLIN8LzEP6HQrY4ZFILi1XMihoQRwSoq20> – Differentiating Instruction in Secondary Education, grades 6-12

<http://youtu.be/Qf3tyJqQTio> - Differentiation with real-world perspectives

<http://youtu.be/NMOsasZBuo4> - Differentiating Instruction for band/music students

<http://youtu.be/iZoRPcbcpQo> - Differentiation in Physical Education

<http://youtu.be/gdVhI9eE7Ck> – Differentiation with Gifted Students

Books:

Leading and Managing A Differentiated Classroom by Carol Ann Tomlinson and Marcia B. Imbean

Differentiated Instructional Strategies – One Size Doesn't Fit All by Gayle Gregory and Carolyn Chapman

Differentiation and the Brain – How Neuroscience Supports the Learner-Friendly Classroom by Sousa and Tomlinson
This book also has downloadable reproducibles at <http://www.solution-tree.com/>.

We also have SEVERAL differentiated instruction resources in the OCFBI office in 318 Allen Hall.