

Hope for All Students: Differentiating the
Classroom With Research-based
Strategies

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Louisiana State Improvement Grant
Professional Development Training
December 3, 2009

Differentiation Anticipation Guide

Read each statement and mark agree or disagree. **Pre-Check** **Post-Check**

Pre-Check		Statement	Agree	Disagree
Agree	Disagree			
		Differentiation means that each student will have an individualized educational program (IEP).		
		Students learn at different rates, in different ways so the teacher must adjust his/her teaching to meet the needs of the student.		
		The classroom learning environment takes into account the needs of the brain and structures important for the operation of the classroom.		
		Taking into account the vast amount of content teachers must teach, it may become necessary to focus on specific standards taught in depth.		
		An assessment is intended to generate grades so a student's learning can be reported.		
		Since students come with such a wide variety of prior knowledge experiences, teachers must rely on their own experiences in the planning process.		
		Tiering and cubing are the only true forms of differentiated instruction.		
		Assessments and instructional strategies are intended to inform one another. They are meant to be thought of in a cyclical nature.		
		The four main types of assessment are: (1) pre-assessment, (2) ongoing [formative], (3) self-assessment and (4) deeper [summative].		
		Incorporating the multiple intelligences into assessments and instructional strategies is one way to differentiate for students.		

COMPONENTS OF DIFFERENTIATION

Learning Environment	Curriculum (Content)	Assessment (Product)	Instruction (Process)

ESSENTIAL PRINCIPLES OF DIFFERENTIATION

(What every educator should know!)

#1 Create a positive learning atmosphere

It may seem secondary to the importance of the content, but establishing a positive learning environment where children want to learn is critical as a basis for any other endeavor in the classroom. Classrooms can be differentiated to address the various pathways that students learn. No two students are exactly alike and thus don't learn exactly the same.

#2 Curriculum must be powerful and important

The teacher must provide an important, inviting, challenging, invigorating, and coherent curriculum that is rigorous and relevant to students. When the curriculum meets these qualifications – it lends itself to differentiation.

#3 Assessment is the lynchpin

Everything that is said or done in the classroom is a source of assessment data. Assessment is more than just an assignment or a grade. It is the critical piece of information that the teacher uses to inform instruction. The teacher may assess using pre-assessment, ongoing, self-assessment and deeper or summative assessment. These products may be modified to delve into the understanding of each student's learning.

Grading should be used to measure students in two ways: (1) reflect a student's standing in relation to grade-level expectations and (2) in measuring a student's personal growth in an effort to develop their personal best.

#4 Instruction at a high level

Instruction should be, in part, determined by the assessment data gleaned from students. The work students are called upon to do should be appealing, engaging and purposeful. Every student should be required to work at a high, but appropriate challenge level. Students may be asked to work as a whole group, alone or in small groups based on mixed or similar learning preferences or needs. Students must be provided and taught a variety of methods or strategies during instruction to increase their individual metacognitive techniques.

Begin with the End in Mind

- ☑ **Essential Questions** – not just one correct answer and are designed to ignite thinking and interest. An example of an essential question would be “How does an airplane stay aloft?”
- ☑ **Enduring Understandings (E.U.)** – What should students be able to know, understand and do? E.U.’s are the essential knowledge that students should walk away with at the end of the study.
- ☑ **Assessments** – based primarily on essential questions and enduring understandings
 1. **Pre-Assessment** – used to indicate student readiness and to guide instructional decisions
 2. **Ongoing Assessment** – occurs along the way, feedback is provided and tweaks instruction
 3. **Self-Assessment** – occurs at various junctures; allows student to assess and appreciate their own learning
 4. **Summative Assessment** – occurs at the end, tied directly to instruction and reflect most, if not all, of the essential questions and enduring understandings
- ☑ **Instruction** – What learning experiences must occur to provide students the opportunity to achieve 100% on every assessment?

Adapted in part from Rick Wormeli, *Assessment and Grading in the Differentiated Classroom*.

Age + 2

Peaks and Valleys – Chunking and Learner Recall

