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Differentiated Instruction Institute

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Differentiated Instruction Part 1

Beth Ackerman, Ed.D.

Replacing Dr. Black who just had surgery

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November 2010

Notes at

http://works.bepress.com/beth_ackerman/

Introductions

What do You Wish to Learn Today?

K	W	L
<ul style="list-style-type: none">■ Providing variety■ Cooperative learning■ Multiple intelligences■ Grouping■ Student where they are■ scaffolding	<p>How to apply to math</p> <p>Identify different types of learners</p> <p>Techniques</p>	<ul style="list-style-type: none">■ Apply to math■ Identify different types of learners■ Techniques■ GOOGLE!!!

Today's Objectives

- Participants will believe it is our mission as Christians to reach ALL students including students with learning disabilities.
- Participants will understand the characteristics of Learning Disabilities.
- Participants will utilize differentiated instruction to reach ALL learners.
- Participants will be able to share various techniques and ideas for using differentiated instruction.



Our Mission in Reaching ALL students

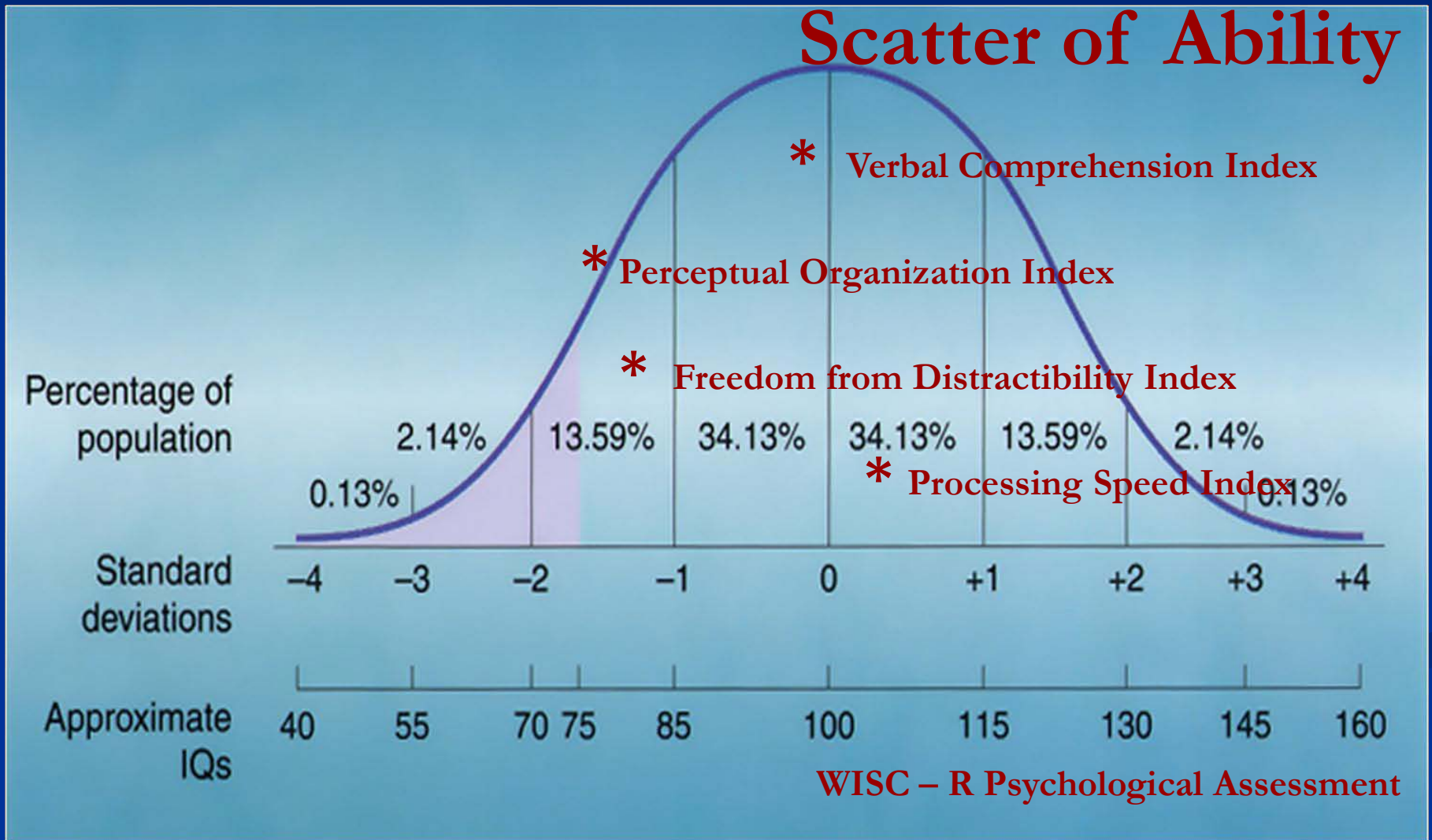


- The Great Commission
 - Matt. 28:19-20
- Elitism vs. The Least of These
 - Luke 14:12-14 & Luke 9:48
- Making Disciples
 - Luke 6:40 & Phil 4:9

Expecting all children the same age to learn from the same materials is like expecting all children the same age to wear the same size clothing. – Madeline Hunter



Do Learning Disabilities Really Exist?



Students who struggle with learning typically have trouble with -

- Organization
- Following directions
- Staying on task, attending
- Interpreting & remembering information
- Basic Skills
- Low expectation by others
- Knowing how to learn, using metacognition
- Making connections
- Learning styles that are different than the teacher
- Being “active” and engaged as learners



What are the Different Modalities?

- Visual
- Auditory
- Kinesthetic



How do we teach these students?

- Differentiated Instruction
- Teaching and Learning Strategies



What is the Answer?

- “I wish there was something I can do...but...”
- “I have too many students...”
- “I don’t have time...”
- “What about everyone else in the class?”

**Differentiated
Instruction
&
Learning Strategies**

What is Differentiated Instruction?

- A way of teaching and thinking
- Adapt learning to the individual students
 - Based on student readiness, profile, modalities, and interests
 - Paul's example (1 Cor. 9:19-23 – "...I have become all things to all men...")

Key Principles of a Differentiated Classroom

- What matters in subject matter?
- Recognize, appreciate and build on student differences
- Assessment and instruction are inseparable
- Adjust content, process, and product in response to student readiness, interests, and learning profile
- All students participate in respectful work



Key Principles of a Differentiated Classroom

- Goals of a differentiated classroom are maximum growth and individual success
- Be Flexible
- Emphasize critical and creative thinking
- Be engaging
- Teachers and students are collaborators in learning.



Review & Questions

K	W	L

Differentiated Instruction – Part 2

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Review from Last Session

- What have we learned?
- This session
 - Low Prep
 - High Prep
 - Tiered Assignments
 - Encouraging Creativity

Low-Prep Differentiation

- Choices of books and materials
- Homework options
- Reading buddies
- Varied journal prompts
- Varied pacing
- Student-teacher goal setting
- Work alone/together
- Jigsaw
- Open-Ended activities
- Flexible seating
- Varied computer programs
- Varied modes of expression
- Varied note taking
- Varying graphic organizers
- Think-Pair-Share
- Collaboration, independence, cooperation

High-Prep Differentiation

- Tiered activities/labs
- Tiered products
- Class-wide peer tutoring
- Multiple texts
- Independent studies
- Alternative assessments
- Varied rubrics
- Stations
- Literature circles
- Interest Circles
- Tiered Centers
- Learning contracts
- Multiple intelligences options
- Spelling by readiness
- Community mentors
- Teams, games, tournaments
- Group investigation
- Tape recorded materials

Tiered Assignments

- Description of strategy – In a heterogeneous classroom, a teacher uses varied levels of activities to ensure that students explore ideas at a level that builds on their prior knowledge and prompts continued growth. Student groups use varied approaches to explore essential ideas.
- Create Learning Contracts



Differentiated Instruction – Part 3

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Review & Overview

- What do you remember for yesterday?
- This session –
 - Jig Saw
 - Learning Strategies
 - Being Creative
 - Powerful Product Assignment

Jig Saw Activity



- Expert groups
 - List/Write three positive things about your learning strategy.

- Share groups
 1. Graphic Organizers
 2. Think-Pair-Share Method
 3. High-Low Books
 4. Tic-Tac-Toe Method

Jig Saw Expert Groups

- Find 8 people
- Send someone up to get their expert information
- Choose a leader – (someone familiar with the topic)
- The leader shares the information with the team.
- Team discusses.
- Each person writes down three things about the strategy as well as one strength and one challenge.

Jig Saw – Share groups.

- Find four people from each expert group.
 - 1. Graphic Organizers
 - 2. Think-Pair-Share Method
 - 3. High-Low Books
 - 4. Tic-Tac-Toe Method
- Share your three facts and one strength and one challenge about your method.

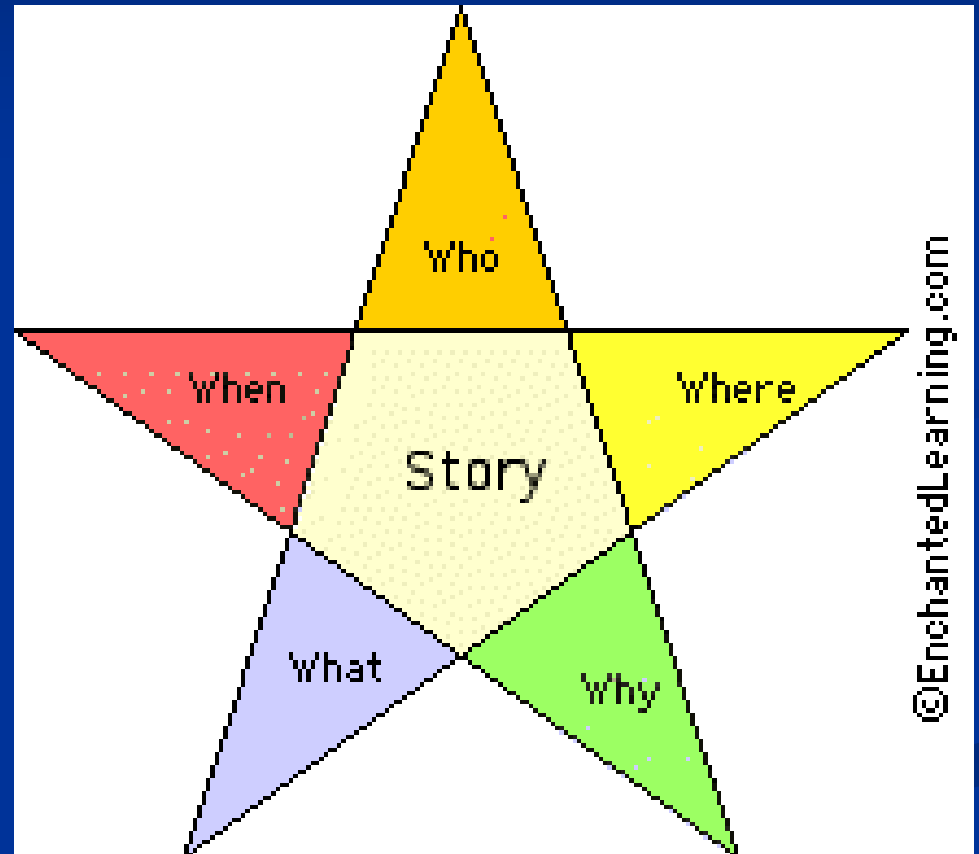
Learning Strategies

- Graphic Organizers
- Mnemonics
- Assistive Technology
- Grading Rubrics

	Excellent	Proficient	Developing
Thesis Statement			
Support			
Organization			

Use Advance Organizers and Study Tools!!

- Graphic Organizers
- Pictures/Mapping



Jelly Fish

Name _____ Five Paragraph Essay

HOOK PARAGRAPH: (2 sentences minimum) _____

TOPIC SENTENCE

TOPIC SENTENCE

TOPIC SENTENCE



Concluding Sentence:

Concluding Sentence:

Concluding Sentence:

CONCLUDING PARAGRAPH: (2 sentences minimum) _____

Common Transitions: One thing, One reason, Another, Also, In addition, Additionally, For example, For instance.

Time Transition Words: First, Next, After that, After a bit, After a while, During, Later, Then, When, Finally, At last.

Hamburger

Name _____ **Hamburger Graphic Organizer**

Topic Sentence: _____

(am, is, are, was, were)

Detail:

Reason / Example:

Detail:

Reason / Example

Detail:

Reason / Example

Detail:

Reason / Example

Detail:

Reason / Example

Concluding Sentence: _____

TRANSITION WORDS: One, Another, Also, Then, Next,
After that, In addition, For example, For Instance



MNUEMONICS for Writing

■ COPS

Capitalization

Organization

Punctuation

Spelling

WRITE

Work from plan to develop thesis

Remember your goals.

Include transition words.

Try different sentence types

Exciting, interesting \$100,000 words

Assistive Technology

Digital Voice Recorders

- Often students have a disconnect with the spoken and written word
- Solution - Record their thoughts
- Speaking to type computer programs



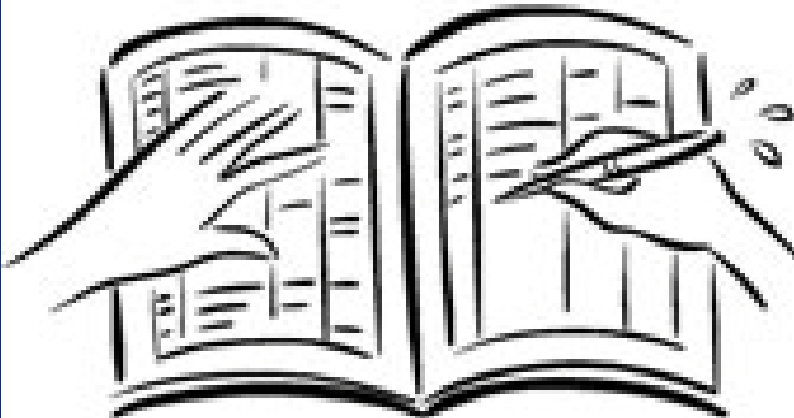
Ideas for Encouraging Creativity

- Rewrite Aesop fables
(same moral with a human story)
- Found Poetry/Magnetic Poetry
- Mad-libs



Journal Writing

Write, write, write...



- Respond to ideas
(fortune cookies, poetry,
etc)
- Free writing
- Varied Journal Prompts
- Guess what is in the box

Share your ideas -

- What are some of the advanced organizers and study guides that you use?
- Do you use mnemonics, graphic organizers, etc?

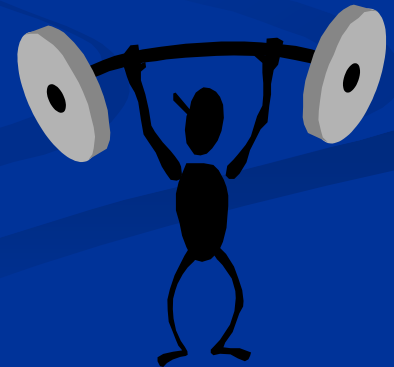


Learning Style Inventories

- Parker's Learning Style Inventory
- Parker Study Skills Inventory

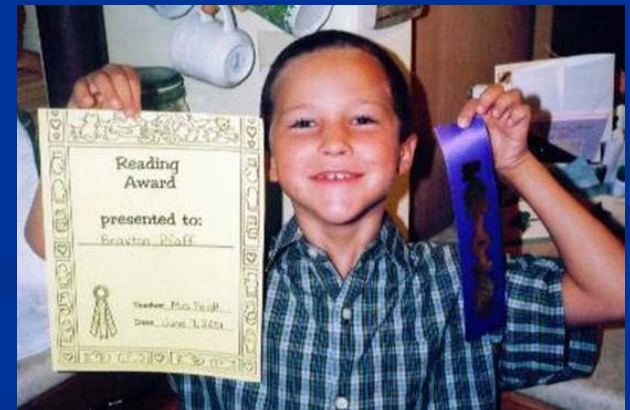
Powerful Product Assignment

- Identify the essentials of the study/unit
- Identify one or more formats or “packaging options” for the product
- Determine expectations of quality
- Decide on scaffolding you may need to build in order to promote success (timelines, storyboard, critiquing, revising, etc.)



Powerful Product Assignment

- Develop a product assignment that is relevant, measurable, observable
- Differentiate or modify versions of the assignment based on student readiness, interest and learning profile
- Coach for success
- Celebrate accomplishments



Examples of a Powerful Product

- Simple – As a learning group, create a time line on bulletin board paper. Create a news letter that represents an historical time period.
- Complex – Group science fair project. Write and perform a play using Bible characters
- What ideas do you have?



Review and Questions

- Case study Directions

Differentiated Instruction – Part 4

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man/](http://works.bepress.com/beth_ackerman/)

Review and Overview

- What have we learned so far?
- This session
 - Wrapping it up
 - Seeing it in practice – The differentiated unit plan

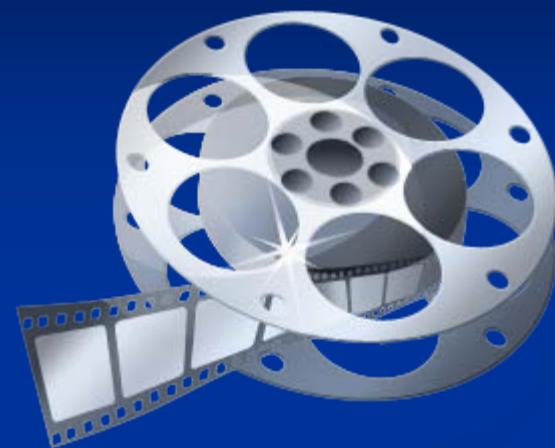
Video Clips from ASCD

■ Discovering Learner Needs

- Learning Preferences
- 5th Grade
- 8th grade

■ Classroom Routines

- Warm up & learning strategies
- 8th grade math
- Kindergarten



Jig Saw – Case Studies

Experts

- Get in groups of four
- Choose your leader to come get your case study.
Chose between the following (first come first serve):
 - Early Reading, Fluency, Algebra 1, and Algebra 2
- The leader will read the case study C-1 to each of the participants
- Find solutions to the problem
- Write down your answers

Jig Saw Case Studies

Share

- Find four people from each expert group.
 - 1. Early Reading
 - 2. Fluency
 - 3. Algebra 1
 - 4. Algebra 2
- Share your answers.

People Who did NOT Give Up!

Thomas Edison (inventor) – people thought he was retarded

Ann Bancroft (explorer) – 1st woman to reach North Pole.

She had trouble learning how to read

Woodrow Wilson (President) – did not learn to read until he was 11 years old.

Albert Einstein (mathematician) – he had trouble with math in school

Patricia Polacco (children's author) – did not learn to read until she was 14 years old.

Charles Schwab (founder, chairperson, and CEO of the Charles Schwab Corporation, the largest brokerage firm in the U.S) - has dyslexia

Charles Schwab

- “the A students work for the B students. The C students run the businesses. And the D students dedicate the buildings”
 - Fortune Magazine -
http://money.cnn.com/magazines/fortune/fortune_archive/2002/05/13/322876/index.htm



Websites - Resources

- Graphic Organizers - <http://www.enchantedlearning.com/graphicorganizers/>
- Rubrics - <http://rubistar.4teachers.org/index.php>
- Virtual Math - <http://nlvm.usu.edu/en/nav/vlibrary.html>
- Differentiated Instruction - <http://www.ascd.org/pdi/demo/difinstr/differentiated1.html>
- Learning Disabilities – <http://www.ldonline.org>
- Educational Rap - <http://www.educationalrap.com/>
- Early Reading – Starfall.com
- Math – Purplemath.com
- Carol Tomlinson's books – leading researcher

Review - KWL

- Believe it is your responsibility to help ALL of your students learn
- Understand their difficulties and struggles to learn
- Utilize differentiated Instruction
- Share your ideas with others



Other Housekeeping - CEUs

- www.my247ed.com
- Your name and password
- Check - Conference Center – NE
- Check the sessions attended.

Put it into practice

- Think – Pair – Share
 - Think about one of your current units of study. What are three specific ways you can differentiate instruction in this study?
 - Pair with someone in the class and talk about your ideas.
 - Share with the entire class.

Final Assignment

- Submit a Unit of Study (detailed enough for me to understand the content).
- Find 15 ways to differentiate instruction in this unit.
 - Provide “evidence” of each differentiation method, such as a picture, graphic, worksheet, instructions, rubric, website, etc.
 - Provide a research citation to support that this method is an effective learning strategy.
 - Provide an explanation of how it is differentiated for your students.

Contact Liberty

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