

Reaching All Learners: Leading Differentiated Instruction

Theresa Gray
Coordinator, School Improvement Program
Erie 2 – Chautauqua – Cattaraugus BOCES
tgray@e2ecb.org

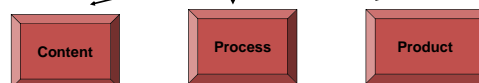
DI Wiki: D14All.wikispaces.com

What does a differentiated classroom look like?

- What activities would you see?
- What sounds would you hear?
- How would the room be organized?



Teachers Can Differentiate



According to Students'



Keys to Differentiation

There are two
keys to
differentiation:

1. Know your kids
2. Know your content



Foundations of Differentiated Instruction:

KNOW YOUR TARGET

❖ Teachers answer the critical question— *What do we want all students to know and be able to do?*

❖ They clearly identify & communicate KUDs

What students will.. Know
Understand &
Do..... as a result of the unit/lesson

❖ Knowing your target is essential to quality formative and summative assessment.

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 . . .)
All parts of an ecosystem affect all others parts.
Culture shapes people and people shape culture.

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

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

Tomlinson * 02

Some of many DI Strategies

- Student Choice
- Tiered Activities
- Learning Contracts
- RAFTs
- Anchor Activities
- Cubing

Discussion Questions

Now that you have a general awareness of what Differentiated Instruction is...

What examples of differentiated instruction can you identify in your classroom and/or building?

What examples of differentiated instruction can you identify in your building professional development?

Why would it be important to differentiate for adults, as well as students?

Differentiating Staff Development

- Whole-Group Workshop
- Reading Group
- Study Group
- Independent Study
- Establish frequent times for sharing information – staff meetings, electronic means, etc.

What role do YOU play?

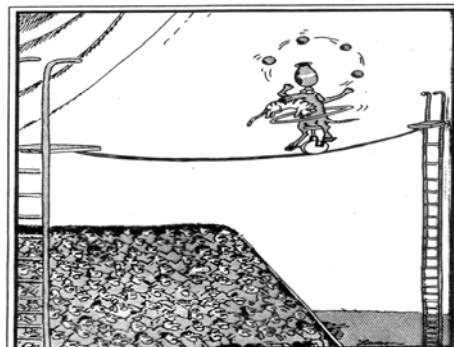
- What leaders DO speaks with greater force than what they SAY.....
- Understand that you play the same role with teachers that they play with students
- Honor
 - What skills do you already have, and what areas do you need development in order for success?

Where are you on the continuum of DIFFERENTIATION?

- What will it take for you to move?
-
- What roadblocks are in your way?
 - How can you remove them?

Guiding Questions

- What are we doing that supports the implementation of differentiation?
- What are we doing that might restrict the implementation of differentiation?



High above the hushed crowd, Rex tried to remain focused. Still, he couldn't shake one nagging thought: He was an old dog and this was a new trick.

Reflection

- How will you define differentiated instruction for those you support back at your school?
- What are the implications of this in your school?