Welcome to the Professional Development Session About Differentiating Instruction
- listen to the prompt
- place yourself along the line/continuum
  (very comfortable - you can teach, name, design a lesson)
  (not very comfortable - you have questions, heard the term but not much else)
- split into two lines and pair up
- debrief
Where Are We?
The need for a nurturing and challenging environment with supports for all learners is recognized in our

- Standards Implementation Design System (SID)

- Comprehensive Student Support System (CSSS)
Through the Standards Implementation Design (SID) Process,

each school must critically consider...
• Does the school have a safe, healthy, nurturing environment that reflects the school’s purpose?

• Is the school environment characterized by a respect for differences, trust, caring, professionalism, support and high expectations for each student?

• To what extent does the professional staff design and implement a variety of learning experiences that meet the diverse needs and learning styles of students?

The Standards Implementation Design System, 2000
Our Comprehensive Student Support System (CSSS) identifies “Personalized Classroom Climate and Differentiated Classroom Practices” as a critical element of student support.
Comprehensive Student Support System

Range of Learners
(Categorized in terms of their response to academic instruction.)

- Motivationally ready and able.
- Not very motivated, lacking pre-requisite knowledge, skills, and behaviors; different learning rates and styles; minor vulnerabilities.
- Avoidant; very deficient in current capabilities; has a disability; major health problems.

Achievement:

- Hawaii Content Performance Standards (HCPS) II
- General Learner Outcomes (GLOs)

lead to
- Vision of a Hawaii Public School Graduate
  - Realize their individual goals and aspirations;
  - Possess the attitudes, knowledge and skills (literacy and safety and well-being) necessary to contribute positively and compete in a global society;
  - Exercise the rights and responsibilities of citizenship (civic responsibility); and
  - Pursue post-secondary education and/or careers without the need for remediation.

Standards-Based Education
(includes classroom teaching + enrichment activities)

Classroom climate & differentiated instruction

Meaningful family involvement

Prevention & early intervention

Specialized assistance, crisis & emergency support

Supports for transitions

Community outreach, partnerships, & volunteers

ALL Students

Quality Student Support

Revised Jan. 2003
Personalized Classroom Climate and Differentiated Classroom Practices

Means...

• The student’s background experiences are recognized through the instructional practices of the teacher.
• Effective instructional strategies used by teachers address the individual learning styles of students on a regular basis.
• Student progress is frequently assessed and teaching/learning strategies are continually revised accordingly.
• Instructional support services capitalize on the strengths of the child.

CSSS Operations Manual, 1999
How might this support for all students be translated to effective classroom practices?
GOAL: To increase your understanding about Differentiating Instruction

OBJECTIVES: Upon completion of this professional development session about Differentiating Instruction, you should be able to:

- describe the elements and characteristics of and strategies for differentiating instruction
- explain the role of assessment when differentiating instruction
- apply the planning process when designing instruction
- implement strategies for differentiation and evaluate their impact on student learning
- share information about differentiation with parents, students and colleagues
Who are the students that enter our classrooms...what do we know about them?

How do we support each and every one of them to meet Hawaii’s Content and Performance Standards (HCPS II)?
Students of Today Activity

- obtain the worksheet entitled “Students of Today”
- complete the worksheet independently
- share and compare responses
The National Assessment of Educational Progress (NAEP)

Percent of Students in Hawaii Meeting or Exceeding Proficiency:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Year</th>
<th>Reading</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>1998</td>
<td>17%</td>
<td>14%</td>
</tr>
<tr>
<td>8</td>
<td>1998</td>
<td>19%</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>2000</td>
<td></td>
<td>16%</td>
</tr>
</tbody>
</table>
**Stanford Achievement Test, 9th Ed. (SAT 2001-2002)**

Percent of Students in “Average” and “High” Range

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>80%</td>
<td>83%</td>
</tr>
<tr>
<td>5</td>
<td>79%</td>
<td>81%</td>
</tr>
<tr>
<td>8</td>
<td>77%</td>
<td>74%</td>
</tr>
<tr>
<td>10</td>
<td>69%</td>
<td>71%</td>
</tr>
<tr>
<td>National Norm</td>
<td>77%</td>
<td>77%</td>
</tr>
</tbody>
</table>
### Hawaii Content and Performance Standards (HCPS) II
#### State Assessment (2001-2002)

Percent of Students that met or exceeded standards:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>42%</td>
<td>20%</td>
</tr>
<tr>
<td>5</td>
<td>43%</td>
<td>22%</td>
</tr>
<tr>
<td>8</td>
<td>42%</td>
<td>20%</td>
</tr>
<tr>
<td>10</td>
<td>37%</td>
<td>17%</td>
</tr>
</tbody>
</table>
Hawaii’s Intermediate Goals for Meeting Adequate Yearly Progress (AYP)
What is Your Understanding About Differentiating Instruction
A Closer Look at Differentiating Instruction: The Dichotomy
Differentiating Instruction...

is NOT...

Individualizing instruction for each student
Differentiating Instruction...

**is NOT...**

Individualizing instruction for each student

**IS...**

Providing instruction to meet the range of student needs
Differentiating Instruction...

is NOT...

Using the same instructional materials for all students
Differentiating Instruction...

is NOT...

Using the same instructional materials for all students

IS...

Using varied resources for varied learners
Differentiating Instruction...

is NOT...

Teaching from the text--
cover-to-cover
Differentiating Instruction...

is NOT...

Teaching from the text cover-to-cover

IS...

Using the text as a resource while teaching big ideas and critical concepts
Differentiating Instruction...

is NOT...

Assigning high-achieving students more and more work
Differentiating Instruction...

is NOT...

Assigning high-achieving students more and more work

IS...

Designing more challenging tasks for high-achievers
Differentiating Instruction...

is NOT...

Assigning all students the same activities all of the time
Differentiating Instruction...

is NOT...

Assigning all students the same activities all of the time

IS...

Using varied strategies that address students' readiness, interests, and learning styles
Differentiating Instruction...

is NOT...

Using high-achieving students as tutors
Differentiating Instruction...

is NOT...

Using high-achieving students as tutors

IS...

Implementing varied approaches to peer support
Differentiating Instruction... is NOT...

Implementing cooperative learning without individual accountability
Differentiating Instruction...

**Is NOT...**

Implementing cooperative learning without individual accountability

**IS...**

Designing cooperative learning activities with both individual and group accountability

I can cruise
Differentiating Instruction...

is NOT...

Assessing all students’ learning in the same way
Differentiating Instruction...

is NOT...

Assessing all students’ learning in the same way

IS...

Using multiple means of assessment
Differentiating Instruction...

is NOT...

Limiting learning experiences to the classroom environment
Differentiating Instruction...

is NOT...

Limiting learning experiences to the classroom environment

IS...

Promoting learning across varied settings: home, school, and community
Let's Reflect Upon Your Definition of Differentiating Instruction
Let’s Review Others’ Definitions of Differentiating Instruction
A Look at Our Definition of Differentiating Instruction
Differentiating Instruction

Differentiating instruction is a way of thinking about teaching and learning that seeks to recognize, learn about, and address the learning needs of all students.

To that end, teachers use varied approaches for curriculum, instruction, and assessment that promote learning opportunities and outcomes across learning environments.
Let’s Compare Your Definition With Our Definition of Differentiating Instruction
A Look at the **Elements and Characteristics of Strategies for Differentiating Instruction**
Elements and Characteristics of and Strategies for Differentiating Instruction

Learning Environment

Content

Process

Product/Performance
Elements and Characteristics of and Strategies for Differentiating Instruction

- Learning Environment
  (the context in which learning occurs)
- Content
  (strategies for delivering content)
- Process
  (strategies for engaged learning and sense-making)
- Product/Performance
  (the means by which students will communicate understanding)
Learning Environment
(the context in which learning occurs)

- Safe, challenging, and collaborative community
- Access to resource-rich classrooms
- Flexible movement and use of space
- Multiple settings and environments
  - Flexible scheduling
**Content**

*(strategies for delivering content)*

- Planning for differentiation
- Tiering
- Compacting
- Accelerating
- Enhancing content for depth, complexity, and novelty
Elements and Characteristics of and Strategies for Differentiating Instruction

Process
(strategies for engaged learning and sense-making)

- Flexible Grouping
- Questioning for Critical Thinking
- Problem-Based Learning
- Contracting
- Learning Centers
Product/Performance
*(the means by which students will communicate understanding)*

- Open-ended tasks
- Authentic/real world solutions
- Extension, innovation, creation of new ideas and products
- Multiple forms and formats using varied techniques and materials
Elements and Characteristics of and Strategies for Differentiating Instruction

**Learning Environment**
*(the context in which learning occurs)*
- Safe, challenging, and collaborative community
- Access to a resource-rich classroom
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Planning Process for Differentiating Instruction
Planning Process for Differentiating Instruction

1. SELECT:
   • **Strand/Content Standard** - what students should know, be able to do, and care about
   • **Benchmark** - expectations for grade level clusters
   • **Performance Indicator(s)** - students' demonstration of the content standard

2. DETERMINE:
   • **Evidence and task(s)** - what students will do to reflect learning
   • **Criteria** - what quality performance looks like
   • **Tool(s)** - what instrument will be used - rubric, checklist, etc.

3. **ASSESS** the learners: (to create CLASS/STUDENT PROFILE)
   • Interests
   • Readiness
   • Learning styles/preferences

If benchmark met, then…
Planning Process for Differentiating Instruction
(continued)

4. DESIGN instruction by differentiating:
   - Learning Environment - the context(s) in which learning occurs
   - Content - how content will be delivered
   - Process - methods of engaged learning and sense-making
   - Product/Performance - the means by which students will communicate understanding

5. IMPLEMENT the instructional plan:
   - Monitor student learning
   - Reflect upon lesson effectiveness

6. ASSESS the learning:
   - Evidence of understanding - conclusions about student achievement
   - Data used to guide instructional decisions
The Planning Process

- Assess learning
- Select
- Determine
- Design
- Assess learners
- Implement
- Assess learning

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Assessing the Learners' 
  - readiness 
  - interest 
  - learning styles/preferences 

Assessing the Learning
Elements and Characteristics of and Strategies for Differentiating Instruction

Assessing the Learners’
- readiness
- interests
- learning styles/preferences
Assessing the Learners’
- readiness
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Elements and Characteristics of and Strategies for Differentiating Instruction

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**Process**
*(strategies for engaged learning and sense-making)*
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- Questioning for Critical Thinking
- Problem-Based Learning
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- Learning Centers

**Assessing the Learning**
Assessing Your Current Understanding About Differentiating Instruction
Remember...

The old saw is correct: Every journey *does* begin with a single step. The journey to successfully differentiated or personalized classrooms will succeed only if we carefully take the first step—ensuring a foundation of best-practice curriculum and instruction.

Source: Tomlinson, "Mapping a Route Toward Differentiated Instruction", 1999