Instructional Strategies and Differentiated Instruction

University of Houston
“Tell me and I'll forget; show me and I may remember; involve me and I'll understand.”

It’s all about the journey, not the destination.”
Think, Pair, Share

- List 3 things that come to mind when you think about the U.S.
- What would you like to know about the US?
- What do Americans say about Vietnam if asked the same questions?
Questions to Address / Goals

• What ideas and issues need be addressed regarding the integration of instructional strategies?

• What is differentiated instruction and why is it important?

• How does all this relate to teaching and learning (and curriculum)?
Strategies

- What instructional strategies do you use the most?
- What creative / student centered strategies do you use?
- What strategies would you like to learn more about?
What is Differentiated Instruction?

- To differentiate instruction is to RECOGNIZE students varying background knowledge, readiness, language, preferences in learning, interests, and to act responsively.

- It is a PROCESS to approach teaching and learning for students of differing abilities in the same class.

- The intent of differentiating instruction is to MAXIMIZE each student’s growth and individual success by meeting each student where he or she is, and assisting in the learning process.
Differentiation Instruction (DI)

“NOT”
- Individualized Instruction
  - Different Reading Assignments
  - Taught Skill Practice
- Tailoring the Same Suit of Clothes
- One-Size-Fits-All Instruction Does NOT Reach All Learners

“IS”
- Student Centered
  - Multiple Intelligences
  - Learning Styles
- Blend of Whole-Class, Group and Individual Instruction
- Flexible and Responsive
- Learners of Multiple Abilities CAN BE Educated Together
- PROACTIVE
Components of Differentiation

1. Content
2. Process
3. Products
4. Learning Environment
How can he/she access the information?
How do we Plan?

How to?

- Determine the Ability Level of Your Students
  - Survey Past Records, Interview, Survey
- Align Tasks and Objectives to Learning Goals
- Survey Student Interests
  - Interest Inventories, Interview/Conference, Respond to Open-Ended Questionnaire with Questions
- What are Your Students Multiple Intelligences & Learning Styles?
- What are Your Student’s Preferences and Motivators?
- Instruction is related to curriculum goals, outcomes
- Brain-Based Research
- Know YOUR Students

Examples:

- Use Reading Materials at Varying Readability Levels
- Use Technology
- Project / Problem - based
- Use Variety
- Meet with Small Groups to Re-Teach an Idea or Skill for Struggling Learners, or Extend the Learning
How Do We Plan?

Determine a Focus Area:
- Four T’s
  - Teaching Objective
  - Target
  - Bloom’s Taxonomy
  - Text/Materials
- Instructional Strategies
- Learner Engagement
  - Effective Presentations / Projects
- Learning Environment

Based on Research:
- All GOOD Instruction Must Have:
  - Active Engagement
  - Reading & Writing Strategies
  - Address the Auditory, Kinesthetic, Visual & Tactile Learners
  - Address Multiple Intelligences
  - Be Developmentally Appropriate
“I expect you all to be independent, innovative, critical thinkers who will do exactly as I say!”

<table>
<thead>
<tr>
<th>Task</th>
<th>Instructions</th>
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| Following a Map p. 158      | 1. Coins  
2. Detail Cards  
3. Fabric apart  
4. Duck  
5. Beads |
| Introduce Stations          | 1. Water + Fabric  
2. April Calendar  
3. Geoboards  
4. Weaving  
5. Pattern blocks (NY stations) |
| Map p. 158                  | 1. Water + Fabric  
2. April Calendar  
3. Geoboards  
4. Weaving  
5. Pattern blocks |
| Order of Daily Events       | 1. Pattern blocks  
2. Water + Fabric  
3. April Calendar  
4. Geoboards  
5. Weaving |
| Hand comes to class for celebration |

Do **YOU** Wing It?

(Or) Do **YOU** Plan it!
Process

How to process information, organize, store retrieve & apply information?

How to?

- Flexible Grouping is Consistently Used
- Student-centered
- Inquiry-Based Learning
- Cooperative Learning
- Classroom Management Benefits Students and Teachers
  - Organization & Routines

Examples:

- Variety of grouping
- Centers
- Projects, Writing, Creation
- Manipulatives (or) Hands on Supports
- Varying the Length of Time
- KWL
- Peer teaching
- Graphic organizing
- Scaffolding
- Technology
- Alternative texts
Products

Culminating projects that ask the student to rehearse, apply, and extend what he/she has learned in a unit.

How to?

- Initial & On-Going Assessment of Student Readiness & Growth are Essential
- Authentic Assessment
- Students are Active & Responsible Explorers
- Vary Expectations & Requirements for Student Responses
- Consider each Student’s Multiple Intelligences & Learning Styles Based on Outcomes

Examples:

- Give Students Options of How to Express Required Learning
  - Create a Project, Write a Letter, Develop Mural with Labels, Technology
  - Use Rubrics that Match Student’s Varied Skill Level
    - RubiStar.com
  - Allow Students to Work Alone (or) in Small Groups
- Performance-Based Assessment
- Student Portfolios
- Choice
Learning Environments
The way the classroom works and feels

How to?

- How the Classroom is Organized?
- Classroom Behavior Management System is in Place
  - Procedures
  - Consequences
  - Positive Interventions

Examples:

- Places in Room Free of Distractions, and Places that Invite Student Collaboration
- Materials that Reflect a Variety of Cultures & Home Settings
- Clear Guidelines for Independent Work
- Develop Routines
- Students Understand Differences of Learners
10 Tips for Differentiation

- Meaningfulness
- Context
- Practice
- Reading Level
- Authenticity
- Active Participation
- Experiences
- Motivation
- Realism
- Challenge

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Meaningfulness

Points to Remember:

• “Students Need Work to Be Meaningful
  • Real Life
  • Interests
  • Learning Styles
  • Multiple Intelligences

• Without Meaning, Some Students Become Distracted and Others only driven by extrinsic impositions

Strategies:

• Utilize current issues, local connections, student choice
• Use PowerPoint / Web 2.0 as tools to Present Lessons
• Have Students Create Their Own Technology Projects
• Integrate a variety of resources, texts, tools for projects.

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Context

Points to Remember:

- “Some Students are Drawn to Activities that Connect to Local (or) World Events
- Students will Excel When Working with Real, Current Events, and Activities
- Provide Students with Choices That Relate to Individual Interests, while Still Connecting to Current Information and Ideas.”

Strategies:

- Design Activities from Certain Sections of News Articles.
- Focus on Visuals, for Writing Prompts.
- Variety of texts and resources (including a local to global community)
Points to Remember:

- “Some Students Do Well With a Brief Overview of a Topic, and a Single Example.
- Other Students Need Lots of Practice.”

Strategies:

- Create a List of Interactive Activities Students Can Use to Practice (or) Review Specific Skills
  - Role Play
  - Simulations
  - Projects
- Use Resources Online for Practice:
  - Integrate Web 2.0 tools
Reading Level

Points to Remember:

• “In Most Classrooms, Students Read at a Wide Range of Reading Levels.”
• Be Sure That You’re Selecting Resources for a Variety of Levels.
• Look for Websites that Provide Leveled Reading Resources.”

Strategies:

• Create an Activity and Provide Online Readings at Different Reading Levels:
  • News2you.com
  • Starfall.com
  • Readinga-z.com
  • Raz-kids.com
  • Enchantedlearning.com
  • Edhelper.com
  • Rosetta Stone
Authenticity

Points to Remember:

- “Students Enjoy Working with Real Facts, Numbers, and Documents.
- Rather than “Watered Down” Resources Found in Workbooks, Look for the “Real Thing” Online.
- Use Real World Data

Strategies:

- Locate a Photograph, Document, (or) Piece of Data that Would Bring a Classroom Topic to Life.
- Variety of resources online and local to global contexts

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Active Participation

Points to Remember:

- “Students Need to Be Active
- Many Students are Motivated by Interactive Resources that Ask Them to Create, Build, Design or Make Decisions.
- They Also Like to Make Decisions and Participate in Polls and Surveys.”

Strategies:

- Online and Offline Tools
- Web 2.0
- Traditional technology
- Community – based
- Traditional classroom resources

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Experience

Points to Remember:

- “Use Virtual Field Trips, When You Can’t Take Them to Far Off Places.
- Remember: Some Students Lack Basic Experiences such as Visiting a City (or) a Farm.
- Use the Internet to Help Students Make a Connection and Develop Prior Knowledge.”

Strategies:

- Online virtual worlds
- Museums
- Local community
- Field and experiential activities
- Speaker / Panels
- Activism

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Motivation

Points to Remember:
- Intrinsic
- Extrinsic

Strategies:
- Art and music
- Technology
- Choice
- Individual and group based
- Community-driven
- Issues / problem-based
Realism

Points to Remember:
- “Students Enjoy Sharing Their Ideas With a Real-World Audience.
- Explore Ways to Provide Connections for Students.”

Strategies:
- Surveys
- Interviews
- Service / Volunteer
- Technology Projects

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Challenge

Points to Remember:

- “Some Students Need a Challenge.
- Ask Students to Think!
- Such as;
  - Evaluating
  - Critiquing
  - Creating.”

Strategies:

- Create anew
- Investigation of local / global / societal issues
- Community involvement
- Collaboration
Questions about Differentiating?
Group Activity

Choose an idea in education – content, curriculum, inst. strategy, schools, etc.

Plan a maximum 30 second advertisement / commercial

Convince us to “buy” your idea / product

Skit, jingle, song, announcement, TV advertisement

Share with group
Learning Styles

- **Visual**
  - Large Print
  - Magnification Devices
    - Enlarged Computer Monitors
    - Closed Circuit TV
  - Visual Cues
    - Teacher Face
    - Pass Out Printed Material Before Class
    - Repeat Questions Asked by Students
    - Summarize Class Discussion
  - Sign Language
  - Written Notes, Outlines, & Instructions
    - Use Another Student’s Notes
    - Teacher’s Print Copy

- **Tactile**
  - Braille
  - Nemeth Code
  - Tactile Graphics
    - Maps, Diagrams, Illustrations, Charts that are Raised Format

- **Auditory**
  - Human Reader
  - Audio Tape
    - Books on Tape
  - Compact Disc
  - Audio Amplification Devices

- **Visual & Auditory**
  - Screen Reader
  - Video Tape & Descriptive Video
  - Talking Materials
The KEY to DI
High Quality Curriculum & Instruction

- Clarify Key Concepts & Generalizations for ALL Learners
  - Ensure Comprehension
  - Tap into Prior Knowledge
- Use Assessment as a Teaching Tool to Extend vs. Merely Measure Instruction
  - Collect Pre & Post Baseline Data for Optimal Learning
- Emphasize Critical & Creative Thinking as a GOAL in Lesson Design
  - Tasks Should Require Students to Apply Meaning
- Engage ALL Learners
  - Mix up your Activities throughout a Period
    - Joy & Satisfaction
- Provide a Balance Between Teacher-assigned & Student-selected Tasks
  - Allow Student Choices
A List to Remember

- Move from teacher to student centered
- Differentiate
- Knowledge, skills, dispositions
- Context / connections
- Choice
- Problem / project-based
- Scaffolding – higher levels of thinking and creating
- Learning Styles
- Link curriculum, instruction, assessment, environment
References


References –continue–


