

FILLING YOUR TOOLBOX FOR DIFFERENTIATION:

**SOME OF THE SKILLS, TOOLS, AND PROCEDURES
USED IN THE DIFFERENTIATED CLASSROOM**

Presented

By

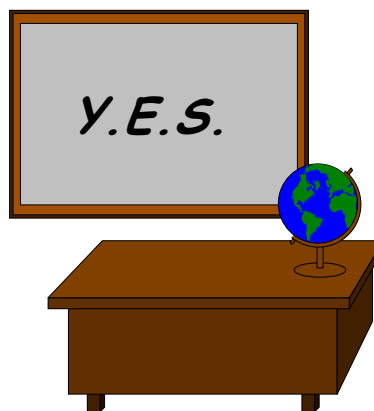
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Workshop Objectives

When we conclude this session, we hope you will be able to:

- 1) **Describe basic strategies for differentiation-**
 - a. **Classroom management basics- What's different and what's the same?**
 - b. **Scheduling the grouped classroom**
 - c. **Running the grouped classroom**
 - d. **Take-with-you tools you can use in the DI classroom**
- 2) **Know the basic 3 differentiation variables with which instruction is altered to meet students' learning needs.**
 - a. **More tools for starting to differentiate student learning**
 - b. **What we always need to keep in mind**
- 3) **Apply these principles by sketching out a differentiated lesson segment for a subject you teach. (Time permitting)**
- 4) **Identify areas in which you need additional assistance in developing appropriately differentiated lessons**

Basic Strategies

1. Assessment and Diagnosis



2. Flexible Grouping



3. Anchor Activities



4. Learning Contracts and Personal Agendas



5. Learning Centers

6. Learning Stations

7. Adjusting Questions

8. Independent Study

9. Curriculum Compacting

10. Tiered Activities

Focus on Tiered Instruction

What Is Tiered Instruction?

What Can Be Tiered?

Creating Multiple Paths for Learning

Identify Outcomes

Think About Your Students

Initiating Activities

The Teacher's Challenge

When Tiering, Adjust:

To get started, it may be easier to think about varying these three aspects:

Content

Process

Product

Grouping plan- Use the strategies we have discussed to form a plan for grouping.

Dividing the groups

- 1.
- 2.
- 3.
- 4.
- 5.

Scheduling Class Time

Scheduling the day- Even

9:00-9:30 Morning Meeting			
Grp/ time	A.R. Stars	R.R. Comets	Tz.Tz. Meteors
9:30- 10:00	w/ teacher	Anchor activities	Anchor activities
10:00- 10:30	Follow-up assignment	w/ teacher	Follow-up assignment from previous day
10:30-:45	Recess	Recess	Recess
10:45- 11:15	Anchor activities	Follow-up assignment	w/ teacher

Scheduling the day- Skewed

9:00-9:30 Morning Meeting			
Grp/ time	A.R. Stars	R.R. Comets	Tz.Tz. Meteors
9:30- 10:15	w/ teacher	Anchor activities	Anchor activities
10:15- 10:45	Follow-up assignment	w/ teacher	Follow-up assignment
10:45-11:00 Recess			
11:00- 11:15	Anchor activities	Follow-up assignment	w/ teacher

Scheduling the day- Easy Start-

9:00-9:30 Morning Meeting			
Grp/ time	A.R. Stars	R.R. Comets	Tz.Tz. Meteors
9:30- 10:15	w/ teacher	w/ teacher	w/ teacher
10:15- 10:45	Follow-up assignment	Follow-up assignment	w/ teacher
10:45-11:00 Recess			
11:00- 11:15	Anchor activities	Follow-up assignment	Follow-up assignment

“Running” the grouped classroom

1. Noise Abatement
2. Air traffic control
3. Baggage check
4. Automated check-in kiosk
5. “The white zone is for loading and unloading of passengers only, no parking”
6. Paging “Ploni Almoni” please go to the white courtesy telephone
7. Federal law requires you to obey all signs and comply with attendants’ instructions at all times
8. If you are connecting here in Ellenville, please look at the monitors for flight time and gate information for your next flight, and thank you for flying DI Airlines.

Additional Strategies

1. Reading and Study Buddies / Chavrusah

Creating pairs of students who can assist each other in reading an assignment or studying/reviewing subject matter

2. Templates

Teachers ease the process of creating differentiated assignments and worksheets through the use of handwritten or computer-based templates onto which they record the different levels' assignments.

3. Multiple Texts

Students gain understanding through the use of multiple texts at different levels of difficulty and complexity.

4. Mini-Lessons

Direct instruction of short duration on a topic or skill usually done in a small group. Mini-lessons may be required or voluntary based on student readiness, interest, or learning profile.

5. Student Experts

Management strategy that allows the teacher to work with individuals or small groups and not be interrupted by individual student questions. Students who have questions know that they should go for help to designated "student experts."

6. Exit Cards (AKA "Tickets to Leave")

An assessment tool used to gather information on student readiness, interest, and learning profiles. Students respond on index cards to a teacher prompt and turn them in as they leave the class or at the end of the lesson. Information on the cards is used to determine instructional groups and activities.

7. Task Cards

A management tool used to make individual or small group assignments. The directions for student activities are recorded on cards and students proceed on their own as they complete the assignment.

8. Audit Cards

An assessment tool which asks students to document their work at a station or center. Students complete the “audit card” and leave it at the center or station for the teacher to review.

9. Choice Board

A management strategy that allows the teacher to “direct traffic.” Students are directed to make a work selection from a particular row of selections, which is targeted toward the student’s need. Changing assignments are placed in permanent pockets on the choice board.

10. Portfolios

A collection of student work which represents progress over time. Teachers and students may select work samples that represent the student’s best effort.

11. Three Before Me

Management strategy that allows the teacher to work with individuals or small groups and not be interrupted by individual student questions. Students are instructed to check with three other students before coming to the teacher for help.

12. The Doctor Is In

Another management strategy that allows the teacher to work with individuals or small groups and not be interrupted by individual student questions. Students sign-up for “appointments” and the teacher takes the appointments when he/she is finished working with the group. This works well with Three Before Me.

13. Most Difficult First

Students are given the opportunity to do the most difficult items first as a means of demonstrating mastery or understanding. If students are able to demonstrate mastery, then they are free to select alternative activities for that period of time.

14. Interest Surveys

Formal or informal assessments of student interest in a particular area of study or in general.

15. Student or Adult Mentors

Students work with a resource teacher, media specialist, parent volunteer, older student, or community member who can guide their growth in a particular area of interest or talent.