

FILLING YOUR TOOLBOX FOR DIFFERENTIATION:

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

**Presented
By**

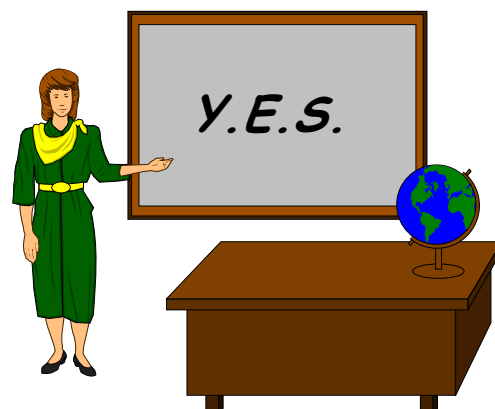
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Workshop Objectives

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.**
- 4) Identify areas in which you need additional assistance in developing appropriately differentiated lessons**

Key Principles of a Differentiated Classroom

The teacher is clear about what matters in subject matter.

The teacher understands, appreciates, and builds upon _____

_____ and _____ are inseparable.

The teacher adjusts _____, _____,
_____ in response to student readiness, interests, and learning profile.

All students participate in _____ work.

Define:

Students and teachers are collaborators in learning.

Goals of a differentiated classroom are: _____,
and _____.

The hallmark of a differentiated classroom is _____.

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.

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.

Example of Varying the Content Quantity (1 vs. 2 vs. 3) of the same material, and of varying the process on the same content (3 vs. 4)

: בראשית כז- ב.ר.כ.

1. Find all of the words with this Shoresh in the perek. Divide and Translate using our grids.
2. Find 6 different words with this Shoresh in the perek. Divide and Translate using our grids.
3. Find 3 words with this Shoresh in pesukim כ"ה-כ"ט. Divide and Translate using our grids.
4. Here are 3 words in our pesukim that have the shoresh ב.ר.כ. - Fill in the remaining blanks on the grids to understand the words.

Example of Varying the product or facets (Levels 1 vs. 2 vs. 3) of the same material. : בראשית כז- ב.ר.כ.

Level 1- ויברכהו כהן

Suffix 2	Suffix 1	שורש/מקור	Prefix 2	Prefix1
x		ב.ר.כ.		ו
x	him		he	

Level 2 - לוי

Suffix 2	Suffix 1	שורש/מקור	Prefix 2	Prefix1
x				
x	him			

Level 3- ישראל

Suffix 2	Suffix 1	שורש/מקור	Prefix 2	Prefix1

Example of Varying the process and product (we are increasing the complexity, independence and facets) of the same material, compared with the above, בראשית כז- ב.ר.ג. :

In your own words, write a translation of each pasuk in the perek (or pesukim x-y). Underline all of the words or phrases that are your translations of the forms of the shoresh ב.ר.ג. (e.g. so my soul will bless you before I die).

Example of Varying the process and product (we are decreasing the complexity, independence and facets) of the same material, compared with the above, בראשית כז- ב.ר.ג. :

The students are given a set of flashcards with 6 ב.ר.ג. words to memorize.

If our objective was that the student would know the story line of this perek, could you come up with a variety of activities for the various levels in your class? How would you vary the different aspects of the equalizer? Content, Process, Product is a way to start after you've identified the essential important learning.

On the following pages is a randomly selected sheet from e-chinuch. What would you do to differentiate this task for the various groups of learners in your class? Compare answers with someone else in the room.

חידון לפרשת שלח לך

By Rebbe Chaim Steinhart

1. They did not take a lesson from the previous Parsha

2. They were צדיקים but became wicked

3. One object carried by two which were eight

4. Two that did not carry

5. A trick to make everyone listen to him

6. Like עוג מלך הבשן

7. Eating without a mouth

8. Bread which is not bread

9. A shade which does not give shade

10. A "wind" which is not a wind

11. Selected from the 13 Middos

12. An oath in the Parsha

13. The number 10 in our Parsha

14. Said also on Yom Kippur

15. Did not agree that כלל ישראל should descend from him

16. A number corresponding to the same number

17. They took the portion of the מרגלים

18. They tried to enter ארץ ישראל but were punished for doing so

19. חלה in the Parsha

20. A Parsha containing a מצוה applicable during the daytime

21. צלפחד

ANSWERS TO PARSHAS SHELACH LECHU			
ארך אפים' ה	11	. מרגלים ממרים	1
ואולם חי אני	12	מרגלים	2
פעמים עשר זה אותי וינסו	13	אשכול ענבים	3
סלחתי כדברך	14	יהושע וכלב	4
משה	15	ויהס כלב	5
יום לשנה-ארבעים שנה	16	נפילים	6
יהושע וכלב	17	ארץ אוכלת יושביה	7
בני ישראל שהעפילו	18	כי לחמנו הם-העמים 7	8
הפרשת חלה	19	סר צלם מעליהם-מגן	9
מצות ציצית	20	...ועבדי כלב	10
מקושש עצים	21		

Challenge: Create a differentiated lesson that you will use within the next two weeks of school. Label the axes that you are manipulating, and plan for at least two if not three groups. Ask another teacher of your grade to look over your plan before teaching it.

Learning Profile Questionnaire: How Do You Like to Learn?

1. I study best when it is quiet.

1	2	3	4	5	6	7
completely disagree	disagree	somewhat disagree	neutral	somewhat agree	agree	completely agree

2. I am able to ignore the noise of other people talking while I am working.

1	2	3	4	5	6	7
completely disagree	disagree	somewhat disagree	neutral	somewhat agree	agree	completely agree

3. I like to work at a table or desk.

1	2	3	4	5	6	7
completely disagree	disagree	somewhat disagree	neutral	somewhat agree	agree	completely agree

4. I like to work on the floor.

1	2	3	4	5	6	7
completely disagree	disagree	somewhat disagree	neutral	somewhat agree	agree	completely agree

5. I work hard for myself.

1	2	3	4	5	6	7
completely disagree	disagree	somewhat disagree	neutral	somewhat agree	agree	completely agree

6. I work hard for my parents or teacher.

1	2	3	4	5	6	7
completely disagree	disagree	somewhat disagree	neutral	somewhat agree	agree	completely agree

7. I will work on an assignment until it is completed no matter what.

1	2	3	4	5	6	7
completely disagree	disagree	somewhat disagree	neutral	somewhat agree	agree	completely agree

8. Sometimes I get frustrated with my work and do not finish it.

1	2	3	4	5	6	7
completely disagree	disagree	somewhat disagree	neutral	somewhat agree	agree	completely agree

9. When my teacher gives an assignment, I like to have exact steps on how to complete it.

1	2	3	4	5	6	7
completely disagree	disagree	somewhat disagree	neutral	somewhat agree	agree	completely agree

10. When my teacher gives an assignment, I like to create my own steps on how to complete it.

1	2	3	4	5	6	7
completely disagree	disagree	somewhat disagree	neutral	somewhat agree	agree	completely agree

11. I like to work by myself.

1	2	3	4	5	6	7
completely disagree	disagree	somewhat disagree	neutral	somewhat agree	agree	completely agree

12. I like to work in pairs or in groups.

1	2	3	4	5	6	7
completely disagree	disagree	somewhat disagree	neutral	somewhat agree	agree	completely agree

13. I like to have an unlimited amount of time to work on an assignment.

1	2	3	4	5	6	7
completely disagree	disagree	somewhat disagree	neutral	somewhat agree	agree	completely agree

14. I like to have a set amount of time to work on an assignment.

1	2	3	4	5	6	7
completely disagree	disagree	somewhat disagree	neutral	somewhat agree	agree	completely agree

15. I like to learn by moving and doing.

1	2	3	4	5	6	7
completely disagree	disagree	somewhat disagree	neutral	somewhat agree	agree	completely agree

16. I like to learn while sitting at my desk.

1	2	3	4	5	6	7
completely disagree	disagree	somewhat disagree	neutral	somewhat agree	agree	completely agree

17. I like to listen to others read to me.

1	2	3	4	5	6	7
completely disagree	disagree	somewhat disagree	neutral	somewhat agree	agree	completely agree

18. I like to read for myself.

1	2	3	4	5	6	7
completely disagree	disagree	somewhat disagree	neutral	somewhat agree	agree	completely agree

19. I like to think things out.

1	2	3	4	5	6	7
completely disagree	disagree	somewhat disagree	neutral	somewhat agree	agree	completely agree

20. I like to discuss things with others right away.

1	2	3	4	5	6	7
completely disagree	disagree	somewhat disagree	neutral	somewhat agree	agree	completely agree

Based on a profile developed by Denise Murphy and Beth Ann Potter.

What Do You Want to Learn About Rome?

Name: _____

These are some of the topics we will be studying in our unit on Ancient Rome. We want to know what you want to learn about. Number your choices from 1 to 7. Make sure that 1 is your favorite and 7 is your least favorite.

_____ geography

_____ government (laws)

_____ agriculture (foods they grew)

_____ roles of men, women, and children

_____ architecture (buildings)

_____ music and art

_____ religion and sports

What Can You Tell Us About Rome?

1. What country is Rome in? _____

2. What does the word civilization mean? _____

3. Can you give us some examples of different civilizations? _____

4. Can you name any famous Roman people? _____

5. Many things in our country and culture came from the Romans. Can you think of any?
