

*Differentiating Instruction:*

*So All May Learn*

Workshop for Cherry Creek Academy

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# Key Question

How are we realizing our students' best potential?

If we are not asking this question, pondering potential answers & having discussions & making plans, then we are under-serving our students.



# “Apprenticeship of Observation” (Lortie)

- Lortie writes, “The average student has spent 13,000 hours in direct contact with classroom teachers by the time s/he graduates from high school.”
- This accidental, even unconscious apprenticeship, is even more important to address for teachers who want to hold a truly whole child, inclusive mindset; many have never seen what this can look like because they have never seen it.

*Schoolteacher, Dan C. Lortie (2002), page 61*

# Alex: 6<sup>th</sup> Grade Musical Connection for Diary of Anne Frank

Goldfinger has a song on their first album that shows what Anne Frank was feeling and thinking while hiding from the Nazis. “I know sometimes you worry” (Goldfinger). Anne was always worrying about something. “I’m here to tell you that you’re doing fine” (Goldfinger). This might be Peter’s point of view or her diary talking to her. This was the best song to relate Anne Frank’s Diary that I could find.

What's your definition of...

**Differentiated Instruction**

# **Mindset**

1. All students can learn.
2. Students learn at different rates.
3. Students need different degrees of difficulty.
4. Students learn in different ways.
5. Students need different support systems.

# **Objectives**

1. Review survey results
2. Create common definition of “differentiated instruction.”
3. Learn 10 specific DI strategies to apply in classroom.
4. Rewrite & reframe traditional definitions of disabilities.
5. Apply framework of differentiated instruction to lesson plans.
6. Define RAFT & GRASPS.
7. Prepare lessons that include RAFT & GRASPS.

# Differentiation

Is a teacher's response to learner's needs

Guided by mindset and general principles of differentiation

Respectful tasks

Quality Curriculum

Flexible grouping

Continual assessment

Bldg. Community

Teachers can differentiate through

Content

Process

Product

Affect/Environment

According to students'

Readiness

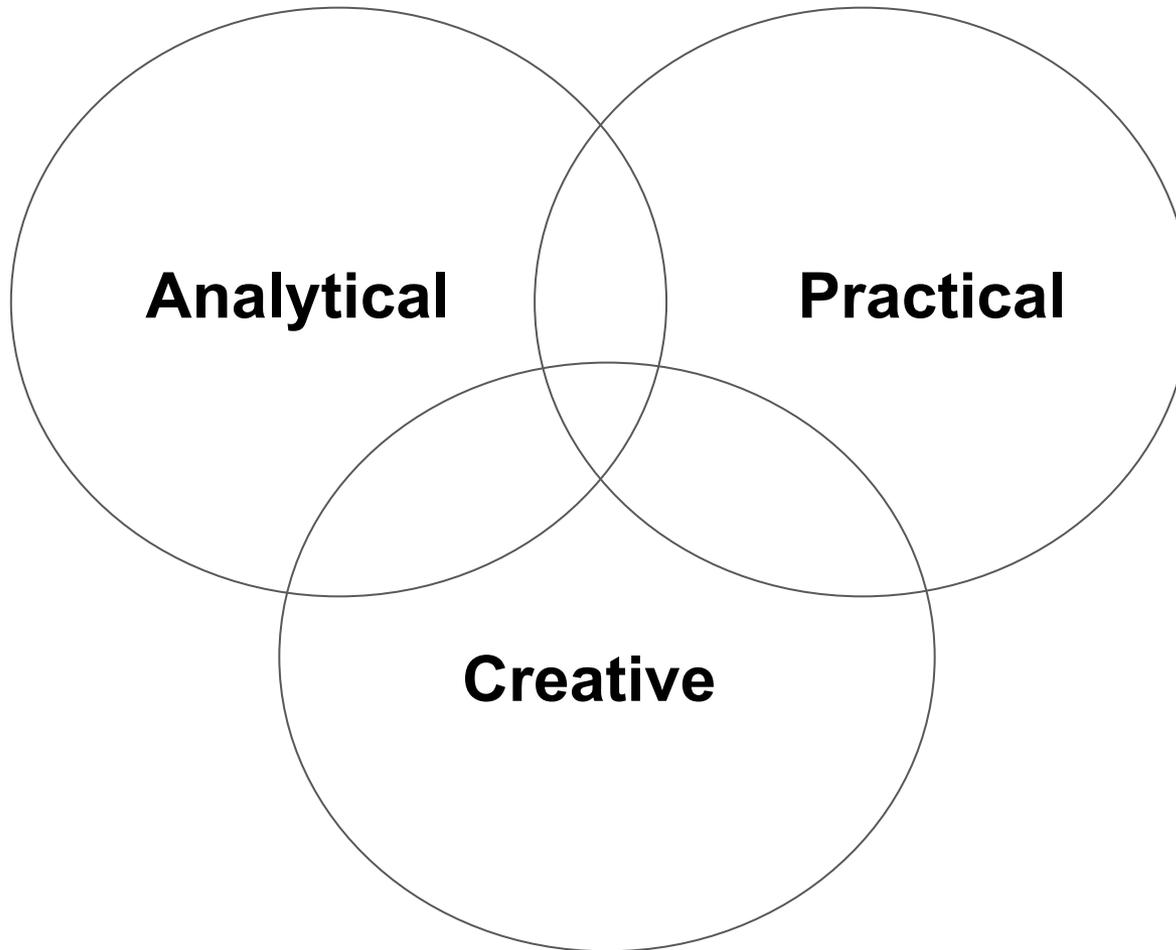
Interest

Learning Profile

Through a variety of instructional strategies such as:

RAFTS...Graphic Organizers...Scaffolding Reading...Cubing...Think-Tac-Toe...Learning Contracts...Tiering... Learning/Interest Centers... Independent Studies...Intelligence Preferences...Orbitals...Complex Instruction...4MAT...Web Quests & Web Inquiry...ETC.

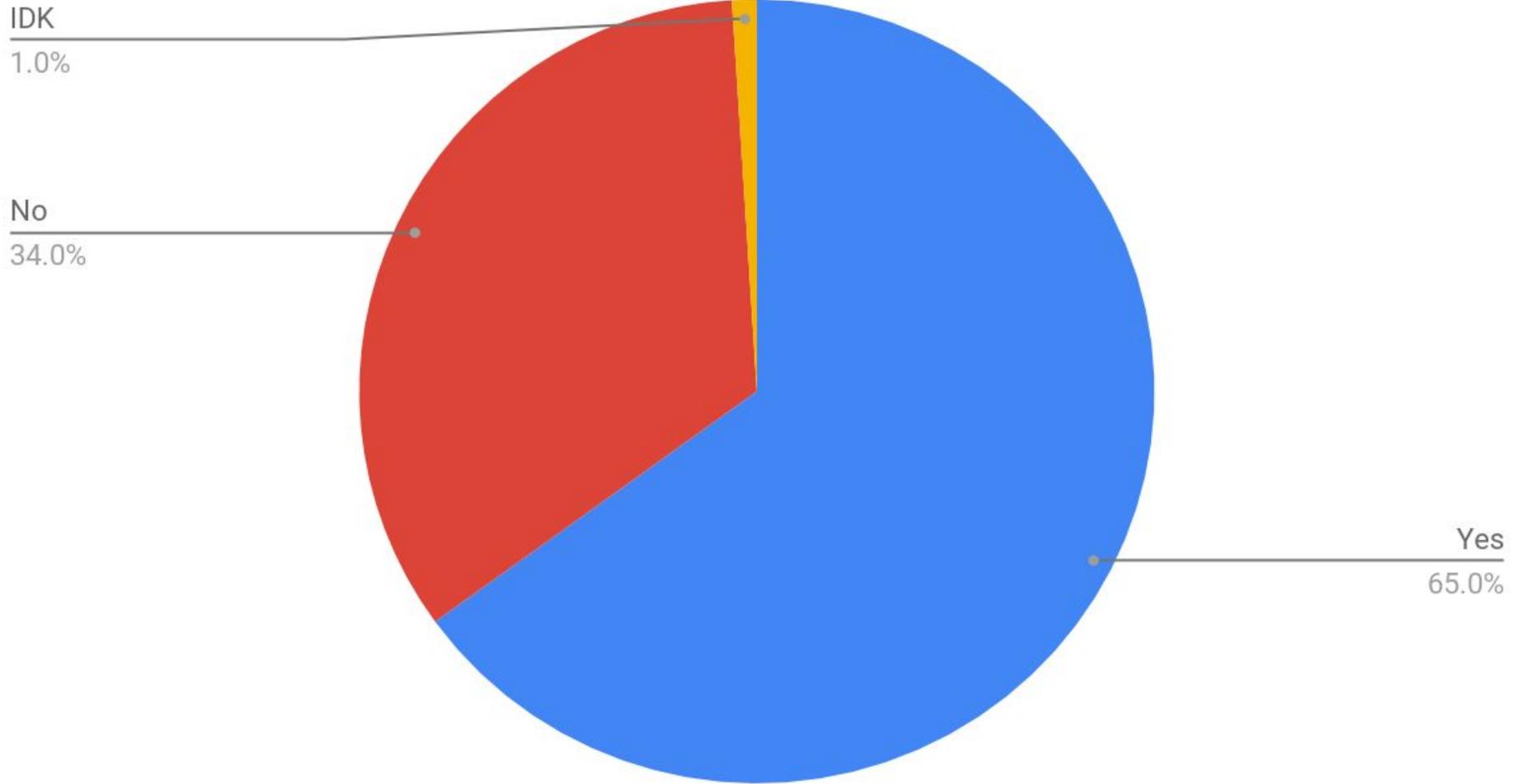
# Sternberg's 3 Intelligences



# Dr. Tomlinson's Definition

Multiple options for taking in information,  
making sense of ideas and  
expressing what they learn.

# I have previously attended a DI workshop/presentation:



One thing I would like to learn more about differentiating instruction is...

- Are there simple learning style inventories out there to help early ed students identify their preferences?
- I would like to know more about differentiation for students who are struggling and how that helps them to get on an even playing field.
- I would like to learn if and how to differentiate reading materials and activities around students ability levels, particularly when students struggle with reading.

One thing I would like to learn more about differentiating instruction is...

- Ways to better meet the needs of dyslexic students (and students with other learning disabilities).
- How can I differentiate instruction when teaching the class as a whole group? Specifically writing.
- I would like to learn how to simplify supervision of different learning groups when only one teacher is present.

One thing I would like to learn more about differentiating instruction is...

- I would like to learn more examples of how to differentiate instruction and effectively utilize it within the classroom.
- How do you put students into different groups without making certain students feel bad, or not as smart as some of the other students.
- How to keep the faster paced student occupied while the slower paced student needs a little more attention.

One thing I would like to learn more about differentiating instruction is...

- I would like to have a wider range of differentiation techniques.
- Sometime I get stuck when the low group just cannot get the material I am teaching no matter how much I repeat/review it.
- Content specific activities for middle school
- What are some things I can do in small groups to help differentiate.

“Our brains function differently, not because they are defective but because they’re organized to display different strengths.”

-Brock L. Eide, M.D., M.A. and Fernette F. Eide, M.D., *The Dyslexic Advantage*

ASD

Calendars:  
visual  
timetables for  
day to day  
and long-term  
planning

Teaching =  
clear &  
systematic:  
breaking down  
tasks into  
manageable  
chunks

Safe Space:  
an area  
where a  
student can  
have a  
break/calm  
down,  
decompress

Find the reason  
for the  
behavior:  
usually linked  
with  
communication,  
sensory, social

Clear targets  
for learning &  
production of  
work,  
projects,  
assignments

Partner with  
parents: listen  
to their  
experiences,  
set goals  
together.  
ASD is 24/7

Utilize skills  
&  
knowledge  
that student  
has already  
mastered to  
teach/learn  
new skills

Share a  
common profile  
among teachers  
who are  
working with the  
student

<p>Use concrete thinking processes: flowcharts, thinking maps, checklists.</p>	<p>Harness special interests as motivation.</p>	<p>Range of strategies to help understand perspective, intentions of others.</p>	<p>Coaching/investing peers to provide support; specifically during transitions, collaborations.</p>
<p>10 - 15 minutes of individual time for check-in/coaching by an adult daily.</p>	<p>Weekly journal: allow for building relationship, emotional outlet.</p>	<p>Providing warning of any impending change of routine, or switch of activity.</p>	<p>Closed questioning: Give very clear choices: "Do you want to read or draw?"</p>

<p>Use concrete thinking processes: flowcharts, thinking maps, checklists.</p>	<p>Use mnemonic instruction: memory devices to help remember key concepts.</p>	<p>Use balanced presentations &amp; activities.</p>	<p>Coaching /investing peers to provide support; specifically during transitions, collaborations.</p>
<p>10 - 15 minutes of individual time for check-in/ coaching by an adult daily.</p>	<p>Weekly journal: allow for building relationship, emotional outlet.</p>	<p>Providing warning of any impending change of routine, or switch of activity.</p>	<p>Closed questioning: Give very clear choices: “Do you want to read or draw?”</p>

Clarify/simplify written directions & repeat directions.	Maintain daily routines: structures support learning objectives.	Provide a copy of lesson notes.	Provide students with a graphic organizer, like thinking maps and model usage.
Clear targets for learning & production of work, projects, assignments.	Partner with parents: listen to their experiences, set goals together.	Emphasize daily review.	Share a common profile among teachers who are working with the student.

Display works samples: sets expectations clearly.

Use peer-mediated learning.

Use flexible work times.

Provide additional practice: have green folder ready for flow.

ADD

Block out extraneous stimuli.

Use of assistive technology: e-readers, text to speech, speech to text.

Develop reading guides.

Provide a glossary in content areas.

Change response mode.

Provide outline of lesson/unit of study.

Place students close to teacher.

Encourage use of assignment books.

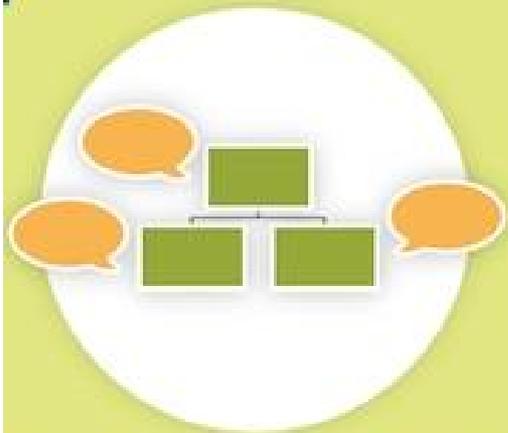
ADD

Have students turn lined paper vertically for math.

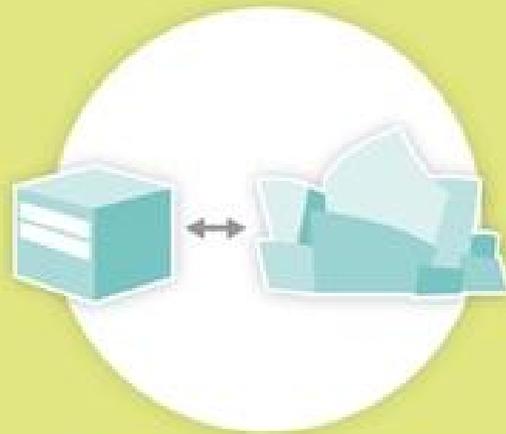
Use cues to denote important items.

Design hierarchical workshops: easiest to more difficult.

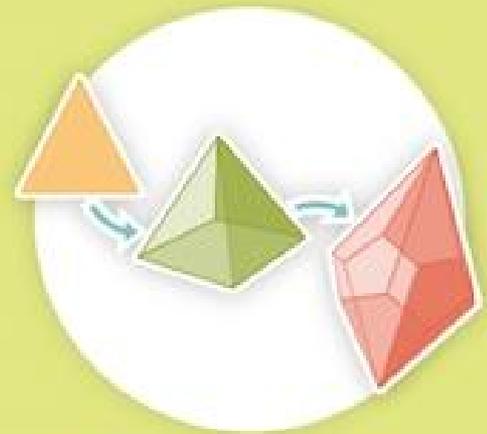
Allow use of instructional aids: number strips, calculators.



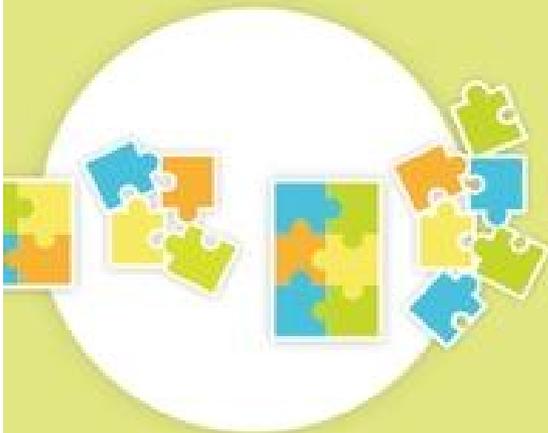
1. Pairing graphics with words.



2. Linking abstract concepts with concrete representations.



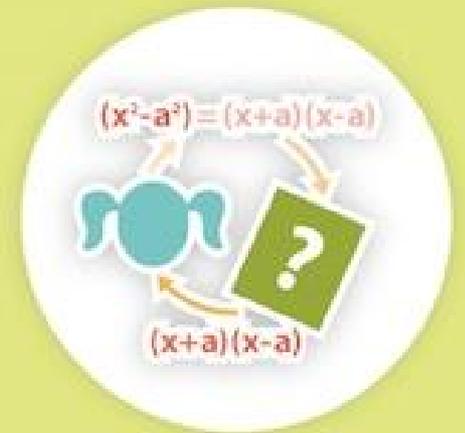
3. Posing probing questions.



4. Repeatedly alternating solved and unsolved problems.



5. Distributing practice.



6. Assessing to boost retention.

# Tiered Approach: definition

An instructional approach designed to have students of differing readiness levels work with essential knowledge, understanding, and skill, but to do so at levels of difficulty appropriately challenging for them as individuals at a given point in the instructional cycle.

# Tiered Approach: critical elements

- Clearly establish what students should know, understand and be able to do
- Share a clear target with the students
- Think about readiness levels:  
pre-assessment/on-going
- Develop enough versions of tasks/products to challenge a range of learner

**ROLE** of the writer

**AUDIENCE** to whom the product is being directed

**FORMAT** of the product being created

**TOPIC** of the product

1. Decide of an objective you will teach.
2. Identify the key points/concept card.
3. Create a RAFT that supports the review and/or assessment of that objective.

## Ken Robinson, *Out of Our Minds*

“The problem in conventional assumptions about intelligence is that there is a single measure. People are thought to be more or less intelligent on a single scale based on ideas of IQ and academic ability” (106).

## **“Overlooked” and “Marginalized”**

“The deficit model has fallen far short in helping us to achieve this goal. System relief has simply not been found to be synonymous with changing long-term outcomes” (xiv).

-Robert Brooks & Sam Goldstein, *Raising Resilient Children*

# RAFT for US

**ROLE:** American Psychiatric Association Committee

**AUDIENCE:** (select) Educators, Parents or Students

**FORMAT:** Editing handouts at stations

**TOPIC:** Re-writing/re-framing diagnosed learning disabilities from Diagnostic Statistical Manual



# Stations

## Directions:

1. Read definitions
2. Rewrite
3. Select reporter
4. Select scribe

## Stations:

1. Asperger's Disorder
2. ADHD (inattentive)
3. ADHD (hyper-impulsive)
4. NVLD/NLD
5. Twice Exceptional

# What & Why?

- Differentiated Instruction applies an approach to teaching and learning so that students have multiple options to take in information and make sense of ideas.
- Because we know students:
  - Learn at different rates
  - Need different degrees of difficulty
  - Have different interests
  - Learn in different ways
  - Need different support systems

“Teaching a room full of learners the same thing in the same way over the same time span with the same supports and expecting good results from all students has never happened and never will.”

-Carol Ann Tomlinson, University of Virginia

# At the Core of Differentiated Instruction

## Student Traits

- Readiness Level
- Interest
- Learning Profile
- Affect

## Classroom Elements

- Content
- Process
- Product
- Learning Environment

# What is a Performance Task?

A performance task is a complex scenario that provides students an opportunity to demonstrate what they know and are able to do concerning a given concept.

A teacher is asking students to show that they can use the knowledge and skills they learned in an authentic real life situation.

# GRASPS: performance assessment

<b>G: GOAL</b>	<ul style="list-style-type: none"><li>-provide a statement of the task</li><li>-establish the goal, problem or obstacle in the task</li></ul>
<b>R: ROLE</b>	<ul style="list-style-type: none"><li>-define the role of the students in the task</li><li>-state the job of the students for the task</li></ul>
<b>A: AUDIENCE</b>	<ul style="list-style-type: none"><li>-identify the target audience</li><li>-examples: client, committee</li></ul>

# GRASPS: performance assessment

<b>S: Situation</b>	<ul style="list-style-type: none"><li>-set the context of the scenario</li><li>-explain the situation</li></ul>
<b>P: Product or Performance</b>	<ul style="list-style-type: none"><li>-clarify what the students will create and why they will create it</li></ul>
<b>S: Standard</b>	<ul style="list-style-type: none"><li>-provide students with a clear picture of success</li><li>-identify specific standards of success</li><li>-share rubrics or create with students</li></ul>

# GRASPS Ideas

<b>G</b>	Design, teach, explain, inform, create, persuade, defend, critique, improve
<b>R</b>	Advertiser, illustrator, coach, candidate, chef, engineer, eyewitness, newscaster, editor, news show host, politician
<b>A</b>	Board members, neighbors, pen pals, travel agent, jury, celebrity, historical figure, community, school board, government
<b>S</b>	The context of the situation – Create a real life scenario.
<b>P</b>	Advertisement, game, script, debate, rap, banner, cartoon, scrapbook, proposal, brochure, slide show, puppet show
<b>S</b>	What success looks like: Scoring guide, rubric & examples

# GRASPS: 2<sup>nd</sup> grade math

<b>Goal</b>	<b>Your task is to create an excel spreadsheet survey by surveying the class as to which was their favorite lunch food.</b>
<b>Role</b>	<b>You are a survey taker and you need to obtain your data by surveying your classmates on your specific food type.</b>
<b>Audience</b>	<b>You are letting your classmates and the school cafeteria manager know which food turned out to be the class favorite.</b>

<b>S: Situation</b>	<b>The challenge involves gathering data and then displaying that data in an excel spreadsheet.</b>
<b>P: Product or Performance</b>	<b>You will create an excel spreadsheet using the data you obtained and share it in a letter to the cafeteria manager.</b>
<b>S: Standard</b>	<b>Your product must meet the following standards: Letter is written correctly and contains correct data displayed in cells and also displayed into a chart.</b>

Letter

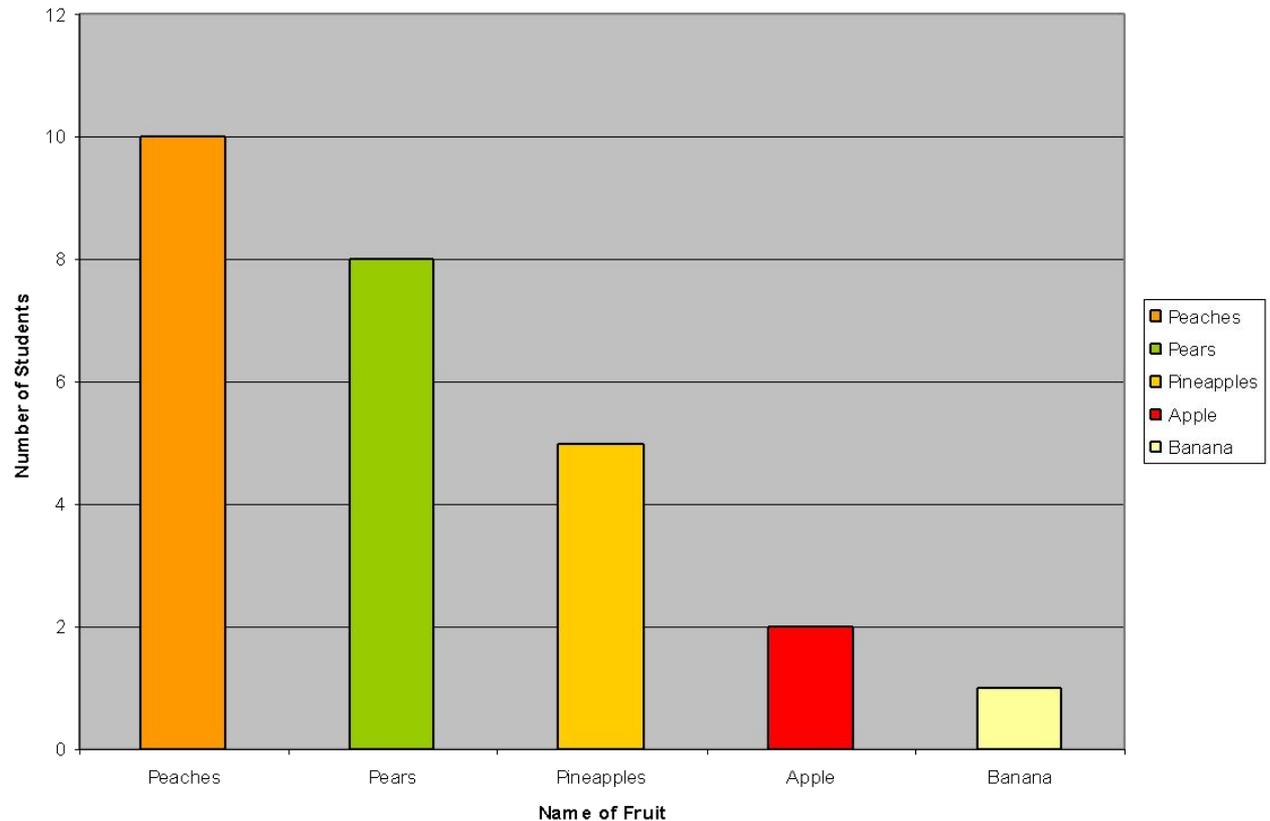
Dear Mrs. Critten,  
I took a survey of my second grade class to see which fruits students like best for lunch.



wiseGEEK

Class Favorite Fruit Survey

Favorite Fruits For Lunch	
Peaches	10
Pears	8
Pineapples	5
Apple	2
Banana	1

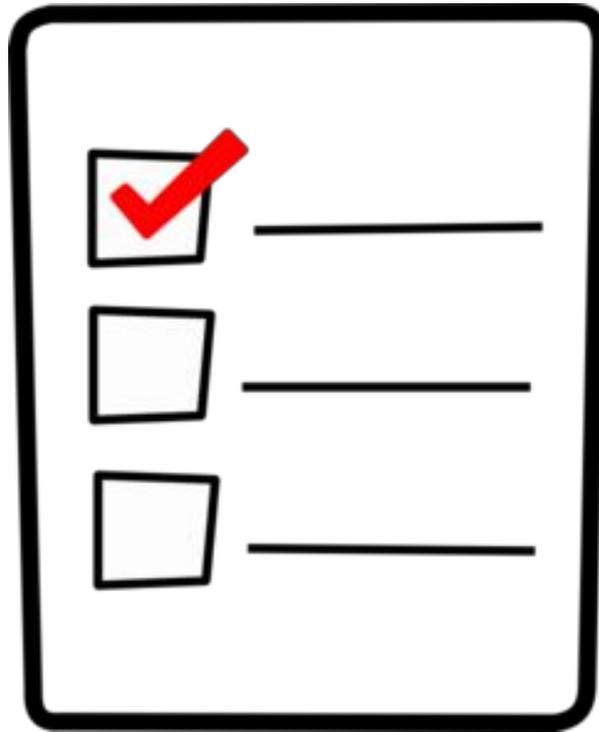


## **GRASPS Hand-Out**

1. Decide on an objective you will teach.
2. Identify the key points/concept card.
3. Create a GRASP that supports the review and/or assessment of that objective.



# What's on your checklist?





# Quick check-in:

1. Why is it important to have a checklist for teaching?
2. List 2 items that you think are critical to have on a checklist for you “as a learner.”
3. List 2 items that you think are critical to have on a checklist for you “as a teacher.”
4. What might be a danger for being too closely controlled by a checklist?
5. How do checklists or differentiated instruction relate to your previous knowledge?

Reflective practice describes the process in which teachers think longer and harder about what they do and work to guide their activities accordingly...such introspection works most effectively when associated with interactions among peers who can also personify different types of teaching and provide examples of alternative practices (viii).

—from new preface to *Schoolteacher* by Dan C. Lortie

# Quick Review

How might you use thinking hats in future lessons/presentations?

Define & give an example of RAFT.

What's the 3-idea link: B-17, ICU & teaching?

2 big parts of processing are...

Define & give an example of GRASPS.

# 3 Stages of UbD

**1. Identify desired results**

**2. Determine acceptable evidence**

**3. Plan learning experiences  
& instruction**



rememberit.org (workshops link)

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## So All May Learn: Differentiated Instruction

Since long before the term DI was popularized, differentiating instruction for students has been a core value and everyday practice at Denver Academy. Combining the work of Atul Gawande's Checklist Manifesto and Carol Ann Tomlinson's publications on differentiated instruction, this training provides clear examples, simple applications and a solid rationale for teachers to start taking steps toward purposefully differentiating instruction in their classrooms.

- [Presentation highlights: So All May Learn: Differentiating Instruction](#)
- [International Dyslexia Association: What Every Teacher Needs to Know](#)
- [Journal Letter Examples/Introductory Letters](#)
- [Weekly Reflection Document](#)
- [MIND Strengths](#)
- [Fray Model](#)
- [GRASPS: One-pager](#)
- [GRASPS: 15-pager \(with examples\)](#)
- [Background Article: 4MAT System from ASCD](#)
- [General Guidelines for Musical Connections](#)

# How will you apply/incorporate:

<b>RAFT</b>	<b>Role/Audience/Format/Topic</b>
<b>GRASPS</b>	<b>Goal/Role/Audience/Situation/Product or Performance/Standard</b>
<b>PACE</b>	<b>Process/Audience/Connection/Expression</b>
<b>Journal</b>	<b>What role can a journal play in the design of teaching &amp; learning?</b>
<b>Learning Profiles</b>	<b>How does rewriting/reframing impact your thinking about teaching &amp; learning?</b>

# Everyday Ideas for All Students

- Activate and build background
- Pre-teach vocabulary
- Include words *and* visuals in your lessons
- Most students are not auditory, so write down what you say.
- Provide a graphic organizer and/or guided notes whenever possible

# Everyday Ideas for All Students

- Offer students time and tools to process ideas (every 7-15 minutes)
- Integrate a way for students to express themselves other than writing (draw, teach, give analogy, etc)
- Give directions in manageable chunks