



DIFFERENTIATED INSTRUCTION

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Managing the DI Classroom

The differentiated classroom is more complex to manage than the effective classroom because students are not all working on the same thing at the same time in the same way.

Teachers in the differentiated classroom are proactive. They begin the year with a plan that promotes the culture necessary for differentiation. Many teachers use the following CLASSROOM COMMITMENTS to begin the year as they establish the classroom environment they desire. This slide is available in the TLS Toolkit and may be downloaded and customized for your classroom.

CLASSROOM COMMITMENTS

- Fair isn't equal. Fair is getting what you need to learn.
- This is how we will work -
 - Sometimes whole group
 - Sometimes cooperative groups
 - Sometimes I'll have a group and you'll be independent
 - Sometimes one group will do one thing and one group will do something else
 - My job is to figure out what you need to learn and provide it to you. Your job is to give me your best effort.
 - 4 P's - Prompt, Prepared, Polite, Productive or
 - 4 R's - Ready, Respectful, Responsible, Resilient

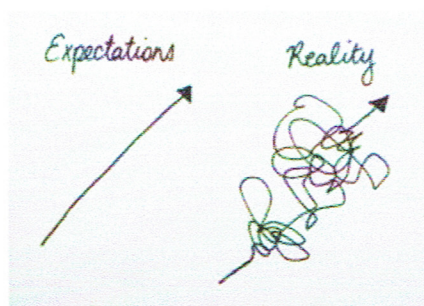
To be successful DI teachers realize the need to **know** what to do, **how** to do it and **when** to do it. Teachers who create productive learning environments that enable differentiated instruction have at least four characteristics in common. Effective managers:

1. **Know** what their rules and procedures are, and they have a clear picture of how these structures should play out in their classroom.
2. **Teach** their rules and procedures, checking understanding and not assuming that after one try, a routine is established.
3. **Reinforce** appropriate behaviors making an effort to catch students being good.
4. **Enforce** rules and procedures dealing with departures from expected behavior promptly.

Procedures and Expectations

In the differentiated classroom, it is important to teach students the procedures and expectations. **Procedures:** The *actions* that students will take in order to complete a task, activity or assignment. This is *what* they have to do.

Expectations: The way in which the actions should be executed. This is *how* they are going to do it.





Management Plan Checklist

Know – Teach – Reinforce – Enforce

Check	Management Plan Components
	Classroom rules Rules for personal interaction are developed.
	Procedures/routines differentiated from rules How will they be taught, not just told, and reinforced? Some essential procedures for the differentiated classroom: <ul style="list-style-type: none"> ● Calling on students ● Giving directions for multiple tasks ● Assigning students to groups ● Working in groups ● Managing noise ● Getting help ● Keeping track of student work and progress with multiple tasks going on ● Holding students individually accountable ● Transitions ● Managing time
	Physical layout Does your physical arrangement provide clear pathways and sightlines—you to them, them to work areas?
	Relationships In terms of student-teacher interaction, how will you get to know your students?
	Methods of reinforcement developed. How will you reinforce appropriate behavior?
	Consequences determined. How will you enforce your rules and procedures? Have you developed a sequence of consequences?
	Instructional management How can you craft questions, activities, presentations/ lessons that engage the learner actively? Are you using Power Slides SM to proactively communicate expectations for learning and accountability?

Adapted from Reference:

Tomlinson, Carol Ann & Imbeau, Marcia B., *Leading and Managing a Differentiated Classroom*, ASCD, 2010.



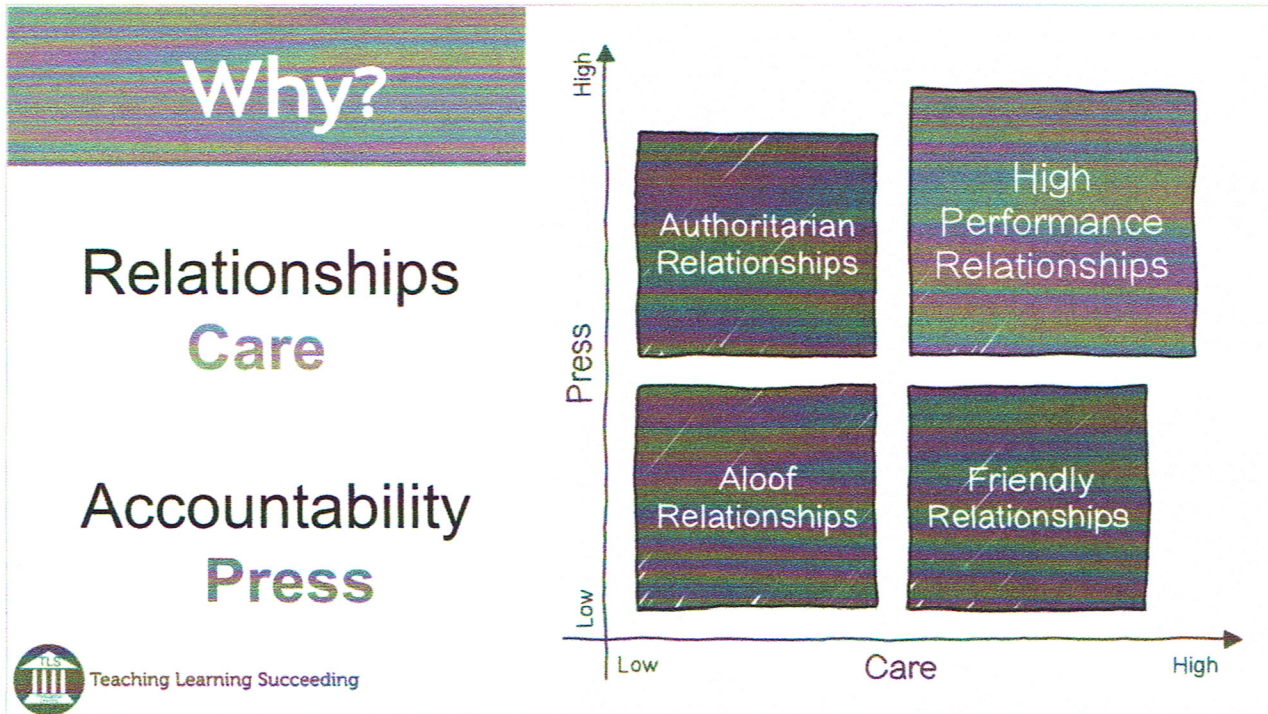
Self-Assessment for the DI Classroom Leader

Use this guide to reflect on your strengths and areas for growth in managing and leading the DI classroom.

	Area of Strength	Area for Growth
I help students to understand and appreciate similarities and differences in the classroom by stressing that "Fair isn't Equal."		
I get to know each of my students as individuals.		
I ensure smooth, quick and quiet transitions from whole class to individual/group work and back to whole class.		
I know, teach, reinforce, and enforce classroom routines, procedures and expectations.		
I keep track of student work and progress with multiple activities going on.		
I use the physical layout of the classroom in a flexible manner.		
I provide clear directions and check for understanding, especially for when multiple tasks are going on at once.		
I have established ways to manage classroom noise.		
I have established ways to manage time successfully for me and my students.		
I have established clear procedures and expectations for students working in groups, independent of me, the teacher.		
I use Power Slides SM to proactively communicate expectations for learning and accountability.		
Students know how to seek help when they need it.		
Students are assigned to groups in an efficient manner.		
Students get started on their work promptly and understand what to do and how to do it.		
Students are clear on how to access the needed materials.		
Students understand and accept that fair isn't equal; fair is getting what you need.		



Classroom Relationships: Balancing Care and Press



Building Stronger Relationships With Students Strategies

Try to incorporate some of these strategies into your lessons as a way to build stronger relationships and connections with your students. This list has been developed with SEL strategies as well as content strategies that have been reworked to increase a sense of belonging and connection in the classroom.

Concept/Strategy Name	Description
Learn Names Quickly	Research shows that using a student's name has large impacts on your relationship with them. Tips: use name cards for the first couple of weeks; "study" a seating chart; make mnemonic devices to learn their names. Be sure that you are pronouncing them correctly or using the appropriate nickname.
The Three Coins	Put three coins in your pocket or on your desk. Make a point to talk one on one to three different students, and when you do, move the coin to the other pocket or to a different part of your desk. This will ensure that you are reaching each student, not just those students who are "easy to talk to." You can also do this with each block.



Listen	Yes, it's exactly how it sounds. Remember to listen to students, even when they don't even know they are communicating with you. "Students are not giving you a hard time, THEY are having a hard time."
First/Last Word	Start with a word that is key around feelings or attitudes.. Ask participants to create an acrostic poem at the start of the session. For example, you could ask them to do "joy" to get a sense of what brings them joy. This could be quick and used as an entrance or exit slip.
Data Wall/Picture	Give participants a post it and ask them to write their name on it. Next, ask them to post their name on a poster/picture or statement that most represents how they feel or what they understand. This can happen at the beginning, middle or end of a session, and can give you a picture of where people stand on a concept. You can do this to ask them how they feel about life in general or something specific.
Read and React	Provide participants with a short passage or quote, and ask them to react to it. They can text render, discuss it, or write a response.
Smart Charts/ Gallery Walk	Provide poster paper for brainstorming or recording information to groups or partners. Post around the room and have all members walk around to read them (or comment or place question marks or check marks). You can ask questions about how students are feeling or what's on their mind.
Analogy Prompt/Picture Connection	Present participants with an unfinished analogy and ask them to complete it. For example, "Starting a new school year is like.... Because..." Or provide a picture of something and ask... "This picture is like dealing with conflict because..."
Is - Isn't <small>(Also a great concept attainment strategy for content)</small>	Ask participants to define a concept by creating a chart to explain what it "is" and what it "isn't." They can do so with examples or definitions. You can provide terms like, friendship, loyalty, respect, love, happiness.
Exit Slip; Ticket Out	Ask participants to provide feedback, understanding or comments from the session on their way out. This can be in the form of a question, 3-2-1 or reflection writing. You can encourage them to share something that's on their mind or something that they are feeling.
One Word Summary/ Whip Around	Ask participants to think of one word that comes to mind when they think of a given topic, or one word that summarizes the way they are feeling. Then, you can whip around the room so all members can hear all the words. Remind that if someone said the word they wanted to say before them, that's OK. Just repeat it.
Traffic Light Self-Assessment	Have participants hold up a colored card that represents their feeling or attitude towards a topic. Red- don't get it; not good or no; Yellow- sort of; it's OK or maybe; Green- got it, it's good or yes.
Graffiti Wall	Have participants write out ideas on a large chart paper or doodle images to represent a concept, how they are feeling or their attitudes from the day.
What's Important Poem or Haiku Poem	Participants can write a poem in this form: What's important about ----- is... It's true that...



	<p>It's true that...</p> <p>It's true that...</p> <p>But the most important thing about ---- is...</p> <p>OR write a haiku to summarize the concept from the day or a feeling or attitude from the day.. Haiku's are 3 lines and have 5 syllables, 7 syllables, and 5 syllables. Encourage them to communicate something that is on their mind.</p>
Concept Map	Provide a graphic organizer for participants to conceptualize an idea or feeling. For example, if you are looking at a bunch of things that need to be accomplished, you can provide a flow chart and ask members to conceptualize the ways that they could get completed.
3- Minute Pause	<p>Pause to allow for processing and reflecting. Ask participants to make connections to prior knowledge, experiences or their feelings. You can provide prompts...</p> <p>-I changed my attitude about...</p> <p>-I became more aware of...</p> <p>-I am feeling...</p> <p>-I was surprised by... etc.</p>
Inside-Outside Circle	Create discussion with people by holding two circles where people in the inside circle face those in the outside circle. They can move to the right/left to change up their partner. Provide any prompt to elicit conversation.
Four Corners	Post 4 ideas or opinions in each corner. Ask participants to go to the corner that most represents their feeling on it. Members can partner with someone in their corner or another corner to discuss or debate their choice.
Stand Up/ Sit Down	Ask a series of questions and ask members to stand or sit according to their answers. Example, "I am anxious about the upcoming test..." My favorite ice cream flavor is chocolate."
Find Someone Who...	Partner people by asking them to find someone who... <ul style="list-style-type: none"> - have a different birthday month as them - are both wearing the same color shirt, etc. - has the same number or colored card as they do - has the "match" to their card (you can do common pairs, peanut butter and jelly; Mickey and Minnie, Phillies and The Phanatic etc). Then give them a prompt to talk with that person.
Five Word Summary	Ask participants to define, explain or share how they are feeling a concept in 5 words. In other words, what are the 5 words that are most critical to the concept.
The 5 Whys	Participants practice explaining their rationale to an opinion, statement, feeling or attitude by asking why? They then ask "why?" again and repeat for 5 times, writing a response every time.
Role Playing (Fish bowl)	People (can be participants or the facilitator & participants) role play some concept or idea. For example, a role play could include a student engaging in a difficult conversation or something that is bothering them.

Strategies compiled by Becky Duffy

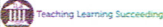
What is Individual Accountability?

Behavior:

- Rules
- Procedures
- Expectations

Work:

- Tangible Products
- Deliverables
- How you know what they've done/know



Before, During, After

BEFORE:


- Setting the stage
- Clearly communicating procedures and expectations

DURING:

- Monitoring, checking in, and adjusting throughout


AFTER:

- Products or deliverables that are at least checked
- Products or deliverables receive feedback in some way




When to consider...


Students working independently

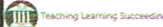


Students working in groups



Students working on anchors



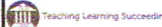


Students Working Independently

Strategies to Consider:

- Self-assessment
- Timed check-ins with specific product (ex. Padlet)
- Logs/goals/deliverables

ANSWER	circle one	Individual Expectations
Yes	No	1) I worked silently and INDEPENDENTLY (if applicable)
Yes	No	2) I looked what I didn't understand and tried to know it.
Yes	No	3) When I got stuck, I asked someone sitting near me for help QUICKLY and QUIETLY.
Yes	No	4) I did not disturb other students OR (Teacher name) during the lesson.
Yes	No	5) I did not get out of my seat for any reason or go to the bathroom.
Yes	No	6) I showed up to the anchor quality when I was finished the assignment.

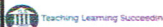


Students Working in Groups

Strategies to Consider:

- Daily Report
- Contracts
- Roles
- List, Pass, Amass
- Numbered Heads
- Size of group

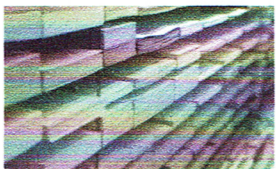
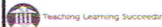
	Who	Task	Results
1.			
2.			
3.			
4.			



Students Working on Anchors

Strategies to Consider:

- Colored Paper
- Mini deadlines
- Buy-in (see connection to work they are doing)

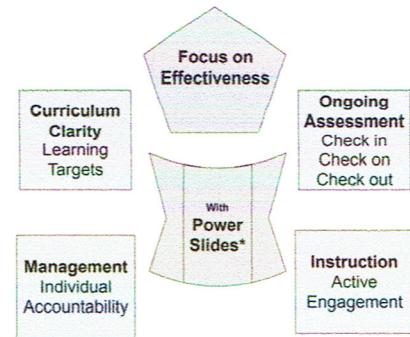





Individual Accountability

I. As effective instructors you know that these four components are the heart of good instruction:

- A. *Clarity* about the learning goals
- B. *Engaging* learners actively
- C. *Checking understanding* to see who learned what
- D. Promoting *individual accountability* to maintain cognitive engagement



*Note: Power Slides™ and its derivatives are a Service Mark of TLS

Individual Accountability - What and How

What is it?

Effective instructors add individual accountability to their learning environment using four strategies: **know, teach, reinforce and enforce**. The research says effective classroom environments are a product of the teacher knowing what they expect from the students, teaching it to them (not just telling them), reinforcing expected behavior (through positive acknowledgment and developing relationships), and enforcing the rules, expectations, and procedures when broken. This begins on day one and continues consistently throughout the year.

Individual Accountability is defined as teacher decisions made in order to hold students accountable for their behavior, work, and learning. These teacher choices are made in an effort to engage students cognitively in each task. Another way to think about Individual Accountability is, do students act as if they hope, fear, or believe they will be held accountable in your classroom?

II. How to promote Individual Accountability when students are learning:

- A. Independently
- B. Groups

Part II. A: Students Working Independently or in Groups

- I. Some common ways teachers promote individual accountability include:
- Student self assessments that are collected regularly (More detail below)
 - Timed check-ins with specific progress expectations
 - Teacher movement
 - Teacher calling patterns
 - Strategic cold calling on students
 - Daily logs
 - Produce a product/concrete deliverables often by a specific time
 - Teacher initials needed to move to the next step.

Daily Self Assessment for Individual or Group Project Work

1. Collect a daily self evaluation form. It takes 90 seconds and saves you 90 minutes of time checking in on them.
2. This form can work for individuals, partners–like science labs, or group projects.
3. Research tips:
 - a. If they think you're not checking, misbehavior and task avoidance increases by 35%.
 - b. Self evaluation promotes self regulation. (More detail below.)

**Promoting Individual Accountability
Self Assessment - Individual or Group Tasks**

Daily Report: Rate yourself 1 if your work was on-task/productive, 0 if it was not.

Period	I did my share of the work	I was actively involved	Today's Work Results	We/I will begin work tomorrow by...
1.				
2.				
3.				
4.				

You should know that _____
_____.

Signature _____ Date: _____

Part II. B: Group Tasks Accountability

II. 7 ways to promote Individual Accountability in group work.

One of the prime characteristics that distinguish good cooperative learning from traditional group work is **individual accountability**. Individual accountability, combined with positive interdependence, helps focus students on cooperative, group work, ensuring that everyone is engaged in the process. Individual accountability can be structured into good, group learning in a variety of ways. Here are seven teacher tested ways.

1. Sign a Contract Before Work Begins

Teachers sometimes identify the appropriate behaviors students should employ during cooperative work such as doing their part, sharing ideas, and disagreeing in an agreeable way. There are also specific content components that are sometimes included such as bringing in three articles or summarizing a section of the research. These are listed in contract form, and the students sign the contract, agreeing to certain behaviors before the work begins.

2. Create Teacher Sign Off on Student/Team Progress

On the project handout or checklist of what to include, place signature boxes for each checkpoint in the project. Periodically say "Ok we need to get to the third checkbox by the end of class today." This will provide timely

checks and it chunks the work to help students move along. Once a group finished a section and arrived at a signature box, they would come to you for a review of their work and if they seemed ready, initial their paper so they can move on. Each student would have their own checklist so the whole group couldn't move forward until everyone had a signature. This process can be used to monitor work and hold students accountable in a variety of ways, both when students are researching as well as putting their presentations on projects together.

3. Do a Worksheet or Homework

Whether cooperative learning is a review of important material or an introduction to a unit, having an individual worksheet or individual homework that students complete is one way to ensure that they all have gotten the material.

4. Produce a Product

Products take many forms. They can be as simple as a short closure, a written statement/problem that individual students would do, or a ticket out the door that students would leave with the teacher. Products can be as complicated as an essay, a research paper, or a lab report that each individual student would do following a cooperative activity.

5. Numbered Heads

Numbered Heads is a cooperative learning structure that has high individual accountability and positive interdependence built into it. Since students in each group are uncertain if their number will be called to report out to the whole class, Numbered Heads is an excellent way to make everyone accountable for the work that has been done by the group.

6. All Ready Willing & Able to Present

If students are unsure which one of them may be called on to present the results of their work, it increases their engagement in the activity.

7. Everyone Has a Piece/Everyone Presents a Piece

This is the common jigsaw method of cooperative learning where everyone is responsible for a piece of work. In using the jigsaw method, it is often valuable to combine it with a worksheet. In this way, if students are answering questions individually, when those answers are shared with their partners, it increases the chances that everyone will have all the answers by the end of the sharing session. Even though each person is doing a piece of the work, at some point they all need all the work. The worksheet also makes it easier for the teacher to monitor the group's progress.

III. Which method(s) fits your needs?

<u>Part II. A: Students Working Independently or in Groups</u>	<u>Part II. B: Individual Accountability in Group Tasks</u>
<ul style="list-style-type: none"> <input type="checkbox"/> Student self assessments that are collected regularly <input type="checkbox"/> Timed check-ins with specific progress expectations <input type="checkbox"/> Teacher movement <input type="checkbox"/> Teacher calling patterns <input type="checkbox"/> Strategic cold calling on students <input type="checkbox"/> Daily logs <input type="checkbox"/> Produce a product/concrete deliverables often by a specific time <input type="checkbox"/> Teacher initials needed to move to the next step. 	<ul style="list-style-type: none"> <input type="checkbox"/> Sign a Contract Before Work Begins <input type="checkbox"/> Create Teacher Sign Off on Student/Team Progress <input type="checkbox"/> Do a Worksheet or Homework <input type="checkbox"/> Produce a Product <input type="checkbox"/> Numbered Heads <input type="checkbox"/> All Ready Willing & Able to Present <input type="checkbox"/> Everyone Has a Piece/Everyone Presents a Piece



Good Start: Clarity, Relationships and Learning Environment

Relationships	Accountability
What strategy will you use?	What strategy will you use?
When and for what purpose?	For what purpose?
What specific questions/terms will you use?	With what content?
How will you check student understanding of the directions?	Based on the strategy you chose, when, specifically, will you hold students accountable?
How will you measure success?	How will you measure success?



Chat Stations Overview

What it is: An interactive discussion technique meant to encourage participation and critical thinking at a deeper level. Requires students to view ideas that they and their peers generated from different angles.

When to use: When you have one or two important questions or issues that you really want students to mull over. Great as an entry point, a formative assessment, or to ramp up critical thinking.

How to do it:

- Provide each student with a three-column worksheet. One column for their ideas, one for their team ideas, and one for other teams' ideas.
- Pose a question and give students a few minutes to brainstorm ideas on their own.
- Put students in groups no larger than four. Assign each team a piece of chart paper and a specific colored marker. Give them 4-5 minutes to brainstorm answers on the chart paper. Encourage them to edit each other's ideas, combine ideas, and create new ideas.
- Teams will now rotate clockwise with their assigned marker to the next teams' chart. On the chart, they will find at least one idea to do the following:
 - CONCUR: agree and provide a reason why
 - CHALLENGE: disagree and provide a reason why
 - COMPLICATE: offer a comment or question to clarify or offer the team a point to consider
- Have students rotate as many times as you wish (usually no more than three).
- Have teams return to their original chart. Ask them to share at least one thing. You may decide to do the sharing as a jigsaw as well. Examples:
 - Present best idea
 - Edit/complete/change an idea that was complicated
 - Counter-argue an idea that was challenged

Tips:

- Provide a model (especially with what it looks like to concur, challenge, and complicate).
- Make sure each team caps their marker and brings it with them to the next station. This allows you a chance to reinforce/remediate as necessary.
- As written, these directions are for an effective strategy. This can easily be modified in many ways to both differentiate and increase individual accountability.
- Consider having students bring their individual papers with them as they rotate to the different charts and write down ideas/thoughts they like or want to remember. You may require this as well.



Management Chat Stations Graphic Organizer

Look at the concern(s) you have. First, brainstorm potential solutions in the My Thoughts box. Then listen for the next direction.

My Thoughts	
My Team	
Other Teams	