


Putting Differentiation to Work

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1

Ways to Differentiate Teaching and Learning

| | |
|-----------------------|----------------------------|
| ◆ Cognitive Level | ◆ Instructional Strategies |
| ◆ Resources | ◆ Group Size |
| ◆ Products | ◆ Homework |
| ◆ Support or Guidance | ◆ Depth |
| ◆ Time Allocation | ◆ Breadth |

2

The Teaching Strategies Continuum

Direct



- Lecture
- Drill and recitation
- Direct instruction
- Strategy-based instruction
- Coaching
- Concept attainment
- Synectics
- Demonstration
- Socratic questioning
- Visualization

- Role playing
- Cooperative learning
- Mock Trial
- Simulations
- Inquiry-based instruction
- Constructivism
- Problem-based learning
- Internships
- Mentorships
- Independent study
- Research and investigations

Indirect

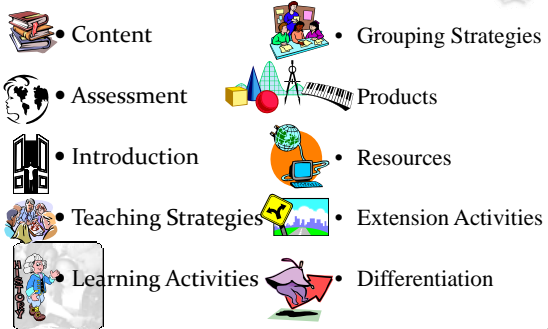
3

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1

What are the ten components of a comprehensive curriculum unit, lesson, or task?


- Content
- Assessment
- Introduction
- Teaching Strategies
- Learning Activities
- Grouping Strategies
- Products
- Resources
- Extension Activities
- Differentiation



4

Ways in Which Individuals Can Differ

- ⇄ Prior Knowledge or Skill Expertise
- ⇄ Learning Rate
- ⇄ Cognitive Ability
- ⇄ Learning Style Preference
- ⇄ Motivation, Attitudes, and Effort
- ⇄ Interest, Strength, or Talent



5

Finding the Best Fit: Various Strategies for Addressing Individual Differences

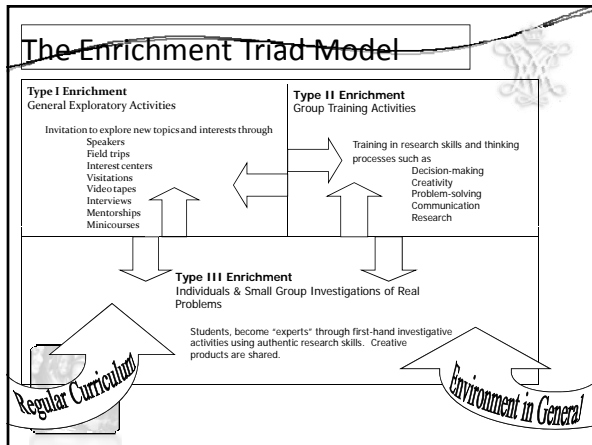
- ⇄ Acceleration
- ⇄ Curriculum Compacting
- ⇄ Interest Based Enrichment and Talent Development
- ⇄ Open-Ended Activities and Products
- ⇄ Alternatives and Choices
- ⇄ Tiered Questions/Assignments



6

An Example...OH Grades 11-12

| Curriculum Areas to be Considered for Compacting | Procedures for Compacting Basic Material | Acceleration and/or Enrichment |
|--|---|---|
| <i>Name it.</i> | <i>Prove it.</i> | <i>Change it.</i> |
| <i>What material needs to be covered?</i> | <i>Exactly what material is to be excluded?</i> | <i>What enrichment and/or acceleration activities will be included?</i> |
| Explain ways characters confront similar situations and conflict. | <i>How will you demonstrate mastery?</i> | <i>Small Group Investigations</i> |
| Analyze the impact of characterization and conflict on plot for: 1. <i>The Odyssey</i> 2. Film: <i>Return of the Jedi</i> 3. <i>Diary of Anne Frank</i> 4. political cartoon | | <u>Tiered lesson</u> |



Talent Development: History

| | | | |
|--|------------------------------------|------------------------------------|---|
| Has no response; dislikes | Asks questions | Likes to look at historical things | Chooses projects with an historical slant |
| 1 | 2 | 3 | 4 |
| Chooses classes about history | Seeks out friends who love history | Thinks about being an historian | Makes plans for professional growth |
| 5 | 6 | 7 | 8 |
| Enjoys finding unanswered historical questions | Affinity | Collaborative research | Self-actualization |
| 9 | 10 | 11 | 12 |

Forwarding Talent Development in History

| | |
|--|--|
| 1 Find an entrée through the student's current interests | 7 Engage the support of local resources |
| 2 Read books, etc. about historical people and events | 8 Locate shadowing and internship experiences |
| 3 Investigate local and historical sites | 9 Locate a mentor; help the students become involved as a member in related organizations |
| 4 Enlist the support of the library media specialist to get additional resources | 10 Support student's intense work; locate resources; solicit professionals to give the student feedback |
| 5 Provide extension activities on projects that the student enjoys | 11 Locate grants and fellowships |
| 6 Discuss the discipline with the student; explore course offerings; select appropriate courses | 12 Nurture the student's research; encourage publishing |

10

You are a QUILL PEN. The year is 1774.

Where are you? Who is your owner?

Describe how the bird felt who lost you.

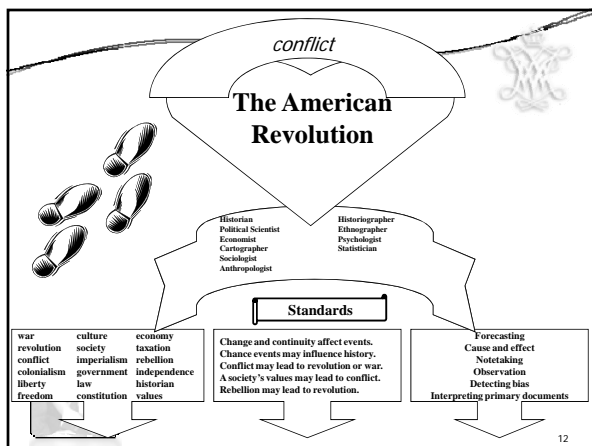
Compare/contrast yourself to a ballpoint pen.

How does it feel to be dependent on an ink well?

What are all the things you can do besides make marks on a paper?

Describe an interesting experience that one of your famous ancestors had.

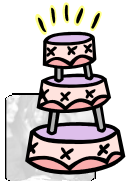
Your point has just broken. What is your fondest memory?



Tiered Activities

To Alter the Depth of a Lesson

- Key Features
 - Whole group introduction
 - Whole group initial instruction
 - Identification of developmental differences



Increase/Decrease:

- Abstraction
- Extent of Support
- Sophistication
- Complexity of


• Goals/resources/activities/products

13

Differentiation Techniques

- Vary the depth
- Adjust the abstraction
- Change the complexity
- Make contexts and examples more or less novel or familiar
- Adjust the pace
- Use more/less advanced materials and text
- Provide more/less scaffolding
- Provide frequent/intermittent feedback
- Provide/let students infer related strategies
- Infer concepts from applications and problem solving


- Provide more/fewer examples
- Be more/less explicit/inductive
- Provide simpler/more complex problems and applications
- Vary the sophistication level
- Provide lengthier/briefer texts
- Provide more/less text support
- Require more/less independence or collaboration
- Require more/less evidence
- Ask for/provide analogies
- Teach to concepts before/after examples
- Teach principles before/after examples or concepts



14


Selecting a Preassessment Technique

- What is the most powerful difference you expect to see among students?
- How might you identify these potential differences in your students?



15

Preassessment Techniques




- K-W-L Charts
- Journals
- Parent Letters
- Lists, Surveys
- Products
- Performances
- Conferences
- Concept Maps

16

Flexible Small Groups: A Definition



- Group membership varies
 - By prior knowledge, interests, preferences
- Group longevity varies
- Group varies by purpose
 - Instruction, learning activities, topic, resources, product development
- Group varies by size
 - 2-10 students



17

Anchor Activities

- Portfolio management
- Journal writing
- Routine rehearsal tasks
- Math facts
- Problems-of-the-day
- Centers or stations
- Silent reading
- Manipulatives
- Hands-on Equations




18

Scheduling and Rotations

Three Group Paradigm

- ✓Instruction (A, B, C, Free)
- ✓Learning Activities (Open, A, B, C)
- ✓Centers (C, Open, A, B)
- ✓Anchoring Activities (B, C, Open, A)



19

One Sample Sequence

- *Enhanced, whole class introduction*
- *Common objectives*
- *Common text or set of resources*
- *Common learning activities*
- *Use of inductive thinking*
- *Varied questions among students*
- *Varied products and assignments*

20
