Differentiated Instruction

An Inquiry Lesson
Write down on what you know about differentiating instruction/assessment on Padlet
Expectations

- Work Collaboratively
- Participate
- Respect
- Stay on Task
Playlist for Today

• Opening activity
• Introduce the Driving Question (DQ)
• Background information given
• Hypothesize responses to the DQ
• Research answers to the DQ
• Compare answers to hypothesize and share new findings
• Review and Assess
M&M Activity

Open your bag of M&Ms to meet your class. Divide the M&M’s by color and record each color on your paper.
M&M Activity

Open your bag of M&Ms to meet your class.
Divide the M&M’s by color and record each color on your paper.

- White = Average
- Red = Special Education
- Light Pink = ELL
- Dark Pink = Gifted
M&M Activity

Open your bag of M&Ms to meet your class. Divide the M&M’s by color and record each color on your paper.

- Green = Average
- Brown = Behavior Problem
- Blue = Economically Disadvantaged
- Orange = ELL
- Yellow = Gifted
- Red = Special Education
How am I going to meet ALL of the needs of EACH of my students in my classroom at the SAME time?
Learning Targets

• I can define differentiated instruction and assessment.
• I can explain why I should differentiate instruction.
• I can describe at least three strategies for differentiation.
• I can explain how I can differentiate in my content area.
Tennessee
2015-2016 AY
Tennessee
2015-2016 AY

- 64% White
- 24% Black
- 9% Hispanic
- 2% Asian
Tennessee
2015-2016 AY

- 64% White
- 24% Black
- 9% Hispanic
- 2% Asian

- 5% ELL
- 35% Economical Disadvantaged
- 14% disabled
In 2015-16, the definition of economically disadvantaged was changed to reflect changes in state law. Please see memo for more information on subgroup eligibility criteria. [Link](https://gallery.mailchimp.com/b28b453ee164f9a2e2b5057e1/files/ED_Definition_for_Accountability_A)

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The Tennessee Comprehensive Assessment Program, or TCAP, is a set of statewide assessments given in Tennessee to measure students’ skills and progress. Students in grades 3-8 take the Achievement Test, and high school students take End of Course exams for various subjects. Student results are categorized as below basic, basic, proficient or advanced. Students that are proficient or advanced are commonly considered to be at or above grade level. Subjects with fewer than 10 valid tests and/or subjects with at least 99 percent or less than 1 percent of students scoring in any one proficiency category are suppressed in accordance with federal privacy laws.
What is Differentiated Instruction and Assessment?
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- Instruction and assessment that **Responds to learner’s needs**
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What is Differentiated Instruction and Assessment?

• Instruction and assessment that Responds to learner’s needs
  – As individuals
What is Differentiated Instruction and Assessment?

• Instruction and assessment that Responds to learner’s needs
  – As individuals
  – In small groups
What is Differentiated Instruction and Assessment?

- Instruction and assessment that responds to learner’s needs
  - As individuals
  - In small groups

Responsive Teaching
Why Differentiate?
"If all students in a classroom are instructed at the same level, what opportunities exist to challenge those who are ready to embrace a more rigorous learning environment?"

~ Mary C Riddi
Why Differentiate?

"If all students in a classroom are instructed at the same level, what opportunities exist to challenge those who are ready to embrace a more rigorous learning environment?"

~ Mary Cay Ricci

Learners have different needs
Social Needs

Physical Needs

Meaning
For Whom Do You Differentiate?
For Whom Do You Differentiate?
How are you going to meet ALL of the needs of EACH of the students in your classroom at the SAME time?

hypothesis
Talk at tables and hypothesize
Write down your hypotheses

hypothesis
Talk at tables and hypothesize
Write down your hypotheses

hypothesis

Share hypotheses on board
Silent Reading Mode

- Read information silently
- Jot down notes as you read
Discussion Mode

Decide which hypotheses to accept and reject
Write down new findings

As a class discuss
hypothesis
Learning Targets

- I can define differentiated instruction and assessment.
- I can explain why I should differentiate instruction.
- I can describe at least three strategies for differentiation.
- I can explain how I can differentiate in my content area.
Check for Understanding
ASSESSMENT

• Define differentiated instruction and assessment.
• Explain why I should differentiate instruction.
• Describe at least three differentiation strategies
What does differentiating instruction and assessment look like in your content area? In the Dropbox you can create a flyer in Canva, describe in writing, create a concept or mind map, or create a graphical representation, to demonstrate how you will utilize DI in your content area.

Due to the Discussion Board by 11pm – see week-by-week for due date.