

S E C O N D E D I T I O N

Differentiated Instructional Strategies in Practice

Training, Implementation, and Supervision



Gayle H. Gregory

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Introduction

Adults Need Differentiated Learning Opportunities Too

This book is intended to assist school administrators and staff developers in strengthening the concept of differentiated instruction in schools and classrooms to better meet the individual and diverse needs of students.

It is apparent to many of us who train teachers that adults need differentiated learning opportunities just as children do because adults begin at different places based on their backgrounds, experiences, abilities, and interests. Thus, this book covers the basic elements of differentiated instruction as well as how teachers and staff developers as a professional learning community can focus on those principles.

Part I highlights the attributes and research of quality staff development and job-embedded training strategies, including book study, video and popcorn sessions, and action research.

Part II offers a chapter-by-chapter series of activities and discussion starters based on the book *Differentiated Instructional Strategies: One Size Doesn't Fit All*, 2nd ed. (Gregory & Chapman, 2007) that will facilitate training with a book study group or as individual activities at faculty meetings.

Part III examines teacher approaches to change, using familiar tools such as the Concerns-Based Adoption Model (CBAM; Hord, Rutherford, Huling-Austin, & Hall, 1987) and adopter types (Rogers, 1995) ranging from Innovators to Resisters. Coaching and supervision using observation tools for the differentiated classroom are covered, and an implementation profile is offered to assess where members of the learning community are in the process of adapting to differentiated instructional strategies.

Chapter II-1

One Size Doesn't Fit All

DIFFERENTIATED INSTRUCTION: CONCEPT CLARIFICATION

To begin, let's consider the definition of differentiation and how to promote that shared vision between and among faculty. Differentiation is a philosophy that enables teachers to plan strategically in order to reach the needs of the diverse learners in classrooms today. Differentiation is not just a set of instructional tools but a philosophy that a teacher and a professional learning community embrace to reach the unique needs of every learner. Prior to reading *Differentiated Instructional Strategies: One Size Doesn't Fit All*, 2nd ed. (Gregory & Chapman, 2007) or embarking on the journey of differentiated instruction, invite teachers to participate in a Four Corners activity using Figure 14.

Four Corners

Each teacher takes a few minutes to finish the prompts in each quadrant of the Four Corners form. Then they are invited to walk about the room sharing their ideas with other teachers. This helps teachers open mental files and develop a shared language about differentiation.

Four Corners also serves as a pre-assessment so that the levels of understanding, commitment, and current practices as well as the needs of teachers are evident. This pre-assessment strategy can also be used with students to find out what they already know about a topic, what they are interested in, and which concepts are clear or are still in need of clarification.

Four Corners also promotes dialogue and interaction among learners and can be used as a focus activity at the beginning of a new topic or as a review before a test.

Figure 14 Four Corners

<p>I think it is . . .</p> <p>I think it's important because . . .</p>	<p>A symbol for it might be . . .</p>
<p>I already meet the needs of my students by . . .</p>	<p>I need to know . . .</p>

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Brainstorming Options

Following Four Corners, teachers may participate in a brainstorming session using Figure 15 to identify the basic concepts of differentiated instruction and to identify their options for differentiation.

Faculty Meetings as Professional Learning Communities

Often faculty meetings are just a litany of information and paper pushing and have very little to do with professional learning and student

Figure 15 Options for Differentiated Instruction

How do learners differ?

How and what can we differentiate?

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achievement. Taking just the first 20 minutes of a faculty meeting to focus on differentiation serves to keep teachers' eyes on the target, to emphasize the coherence of the initiative, to support the process, and to provide resources for implementation.

The strategies that follow may be used for a book study group or individually as staff meeting activities to keep the focus and to support implementation. Most of the training strategies are based on the book *Differentiated Instructional Strategies: One Size Doesn't Fit All*, 2nd ed. (Gregory & Chapman, 2007), and the text that follows contains cross-references in parentheses to the relevant pages in that book.

Book study is an excellent job-embedded training strategy that facilitates dialogue and helps build a professional learning community. Video viewing is also an important training strategy, and some of the activities that follow refer to video training resources by Tomlinson (1998b) and by Gregory and Chapman (2002a, 2002b).

WHY DIFFERENTIATION? (PAGES 4–6)

Using Graphic Organizers to Connect Concepts

After reading Chapter 1 (“One Size Doesn’t Fit All”), teachers may work in small groups to create a word web with differentiation as the central theme (Figure 16). Word webs are graphic organizers that are verbal or linguistic in nature. Word webs place the concept in the center of the web as a theme, and elements related to the concept branch out from the center.

Mind maps differ from word webs in that they use words and symbolic visual representation rather than words alone. They are useful in demonstrating understanding of a concept and visually depicting a complete connection of ideas and elements. An alternative strategy to creating a word web would be to ask teachers to use Figure 17 to create a mind map that depicts the attributes of a differentiated classroom and describes what it looks like, sounds like, and feels like.

Collegial Problem Solving During Implementation

It is helpful for teachers to identify their concerns about differentiation so that they can be responded to appropriately. The following strategy may be used to help teachers voice their concerns in a safe environment and also to open up problem-solving dialogue and encourage collegial support during implementation.

Three-Step Problem Solution Seeking

- In supportive groups of three, ask teachers to letter off A, B, and C.
- As Step 1, Person A will share a concern or problem that is related to differentiated instruction.
- As Step 2, Person B will question and clarify the problem and then brainstorm possibilities for solving the situation.
- As Step 3, Person C will listen and record all the ideas and perhaps suggest one that he or she thinks shows promise.
- Ultimately, Person A will decide on the one suggestion that might work for them and describe how they might utilize it (adapted from Bennett, Rolheiser-Bennett, & Stevahn, 1991).

The roles can be rotated within the group so that everyone gets a chance to have his or her problem solved and everyone can help suggest solutions to others in the group. This strategy reinforces the “collective wisdom” housed in each faculty and also strengthens collegial bonds of support that foster a professional learning community.

Figure 16 Word webs can be used to organize data, demonstrate understanding of major concepts, and make connections between concepts (Gregory & Parry, 2006).

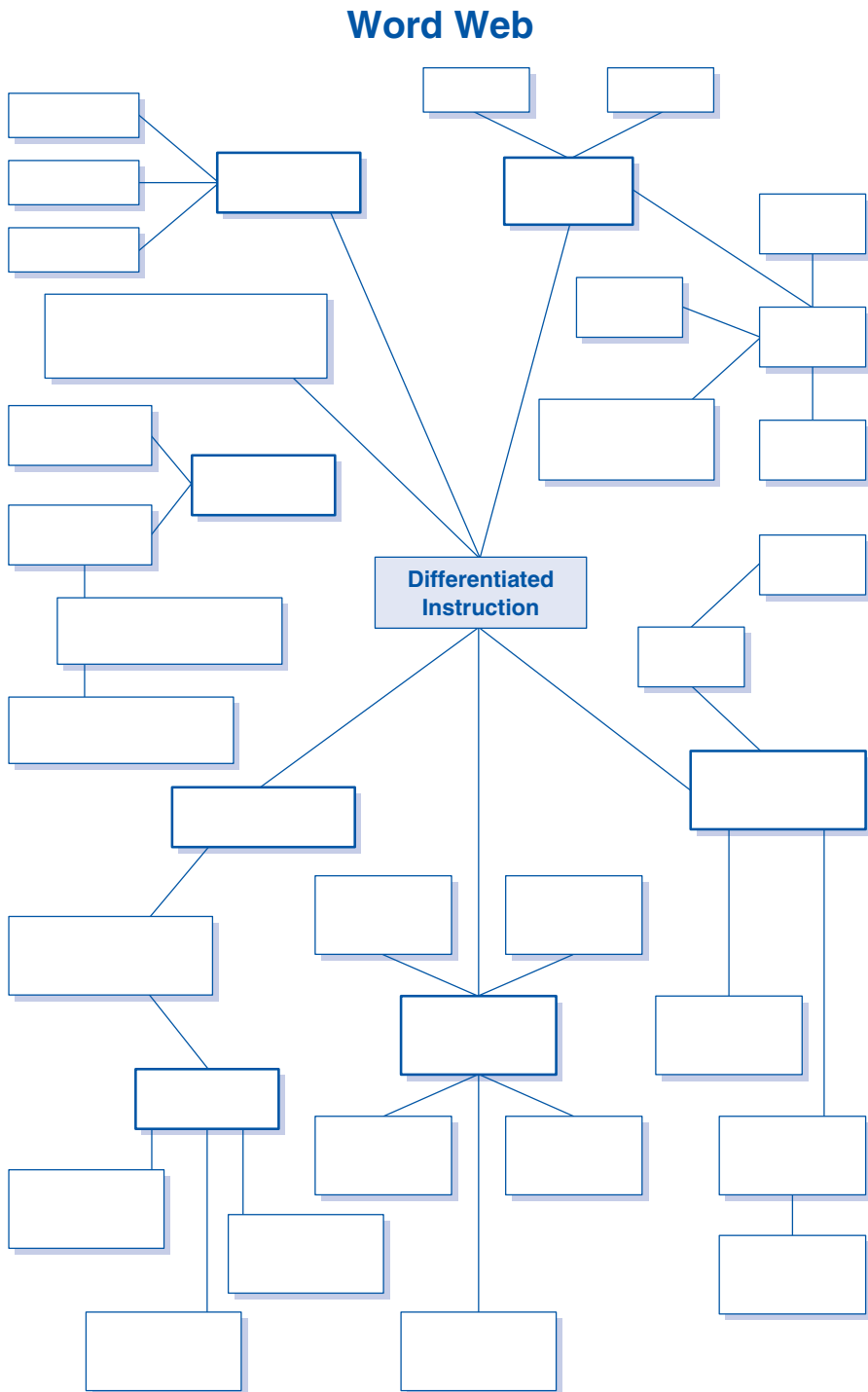
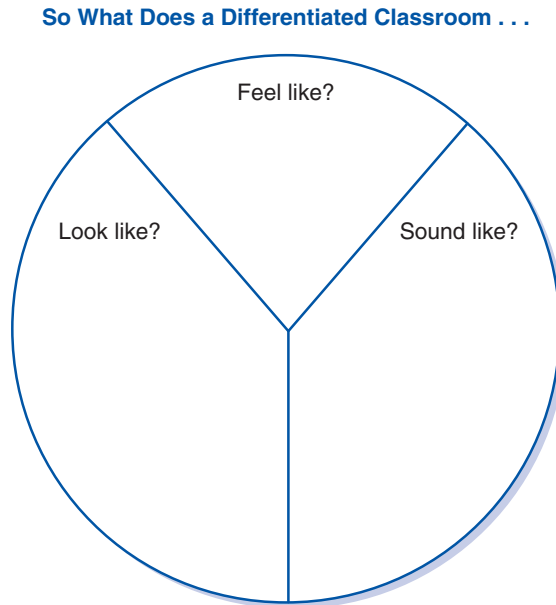


Figure 17 A pie chart shows attributes of a differentiated classroom



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PLANNING FOR DIFFERENTIATED INSTRUCTION (PAGES 7–8)

Using the Framework

Present the six-column framework for differentiated instruction (Figure 18), suggesting that if we are trying to understand and create classrooms in which differentiated instruction can flourish, there are multiple elements that we need to explore and be conscious of in our planning and teaching. Ask teachers to examine the framework and identify what they are already using in the classroom and why these elements are necessary for supporting differentiation.

It is important for teachers to realize that this is not a linear model. Rather, all the elements are essential, and we need to work continually on some or all of them, keeping many balls in the air at once (Figure 19).

Teachers may want to put green dots on familiar, already used strategies or techniques and to highlight with yellow the ones that they would like to know more about. They may also want to identify one area that interests them, set a realistic goal for implementation, create some

Figure 18 Framework for designing differentiated classrooms

Climate	Knowing the Learner	Assessing the Learner	Adjustable Assignments	Instructional Strategies	Curriculum Approaches
Safe Nurturing Encourages Risk Taking Multisensory Stimulating Complex Challenging Collaborative Team and Class Building Norms	Learning Styles Dunn & Dunn Gregorc Silver/Strong/Hanson Multiple Intelligences Using observation checklists, inventories, logs, and journals to become more aware of how students learn	Before <i>Formal</i> Pretest Journaling <i>Informal</i> Squaring off Boxing Graffiti facts During <i>Formal</i> Journaling/Portfolios Teacher-made tests Checklists/Rubrics <i>Informal</i> Thumb it Fist of five Face the fact After <i>Formal</i> Posttest Portfolio/Conferences Reflections <i>Informal</i> Talking topics Conversation Circles Donut	Compacting TAPS <i>Total Group</i> Lecturette Presentation Demonstration Jigsaw Video Field trip Guest speaker Text <i>Alone</i> Interest Personalized Multiple intelligences <i>Paired</i> Random Interest Task <i>Small Groups</i> Heterogeneous Homogeneous Task oriented Constructed Random Interest	Brain/Research Based Memory model Elaborative rehearsal Focus activities Graphic organizers Compare & contrast Webbing Metaphorical thinking Cooperative group learning Jigsaw Questioning Cubing Role-play	Centers Projects Problem-Based Learning Inquiry Contracts

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