

# TABLE OF CONTENTS

Visit [go.solution-tree.com/instruction](http://go.solution-tree.com/instruction) to download the reproducibles in this book.

**Italicized entries indicate reproducible pages.**

<b>About the Authors</b> . . . . .	<b>ix</b>
<b>Foreword</b> . . . . .	<b>xi</b>
<b>Introduction: PLCs and Differentiated Instruction</b> . . . . .	<b>1</b>
About the Book . . . . .	2
Action Options . . . . .	5
<b>Chapter 1: All About Collaboration</b> . . . . .	<b>11</b>
Guiding Principles . . . . .	12
Why Are PLCs Formed? . . . . .	14
Who Is on a PLC Team? . . . . .	14
What Do PLCs Do? . . . . .	17
When Do PLC Teams Do Their Collaborative Work? . . . . .	18
Where Do PLC Teams Meet? . . . . .	19
How Do PLCs and PLC Teams Function? . . . . .	19
PLCs and Differentiation . . . . .	20
Action Options . . . . .	21
<i>T-Chart</i> . . . . .	25
<b>Chapter 2: All About Differentiation</b> . . . . .	<b>27</b>
Research Rationale for Differentiation . . . . .	28
Fullan's Theory of Change. . . . .	28
Differentiation Theory: A Research-Based Approach . . . . .	30
Differentiation Theory: An Experiential Approach. . . . .	33
Three Elements of Differentiated Learning. . . . .	36

## Research Rationale for Differentiation

Based on the meta-analysis by Caine, Caine, McClintic, and Klimek (2009), we've distilled the research on the brain and learning into the following twelve critical points:

1. Learning is enhanced by challenge and inhibited by threat.
2. Emotions are critical to patterning.
3. Learning involves both focused attention and peripheral perception.
4. The brain has a spatial memory system and a set of systems for rote learning.
5. The brain processes parts and wholes simultaneously.
6. Learning engages the entire physiology.
7. The brain is a parallel processor.
8. Learning is embedded in natural and social settings.
9. Each brain is unique.
10. The search for meaning is innate.
11. The search for meaning occurs through patterning.
12. Learning always involves conscious and unconscious processes. (Pete & Fogarty, 2007, pp. viii–ix)

These points provide a rich philosophical foundation for differentiating instruction. They guide the everyday decisions teachers make about instructional input, student groupings, curricular designs, and the range of assessments used in classrooms today.

According to Carol Ann Tomlinson (1999a), the need for emotional safety, appropriate challenge, and self-constructed meaning suggests that a one-size-fits-all approach to classroom teaching is ineffective for most students and harmful to some. In order to create meaning in each individual brain, learners need many entryways to make sense of the world around them. They need a brain-friendly classroom in which instruction is varied, diversified, and differentiated. Because differentiation provides this variation, it fully supports the uniqueness of every brain.

### Fullan's Theory of Change

The change to differentiation may sound intimidating for individual teachers, but within a PLC, teams can move forward together in an effective, sustained way. Michael Fullan presents the process of change in three distinct, yet blended phases:

- 1** Initiate the change.
- 2** Implement the change.
- 3** Institutionalize the change.

because both (1) benefit everyone in different ways, (2) provide a healthy outcome, and (3) provide long-lasting, positive effects.”

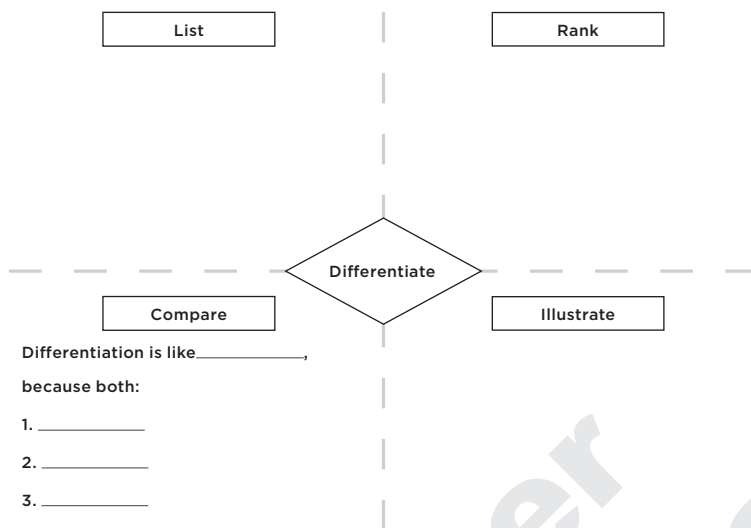


Figure 2.1: Sample four-fold concept development poster.

The final step in the Four-Fold Concept Development activity is to create a visual metaphor of the analogy in the Illustrate corner. In this example, the team draws a multivitamin and labels it with meaningful ideas, similar to a labeled diagram. This visual metaphor illuminates the analogy and the concept, and it lends another multimodal aspect to the activity.

Imagine the power of this activity for the classroom. It is a highly effective tool for unpacking difficult concepts, because it taps into many modalities and uses a collaborative approach to learning. The four steps can be managed over one class meeting or several.

### **Action Option 2: One-Minute Write**

Here is a simple, highly engaging strategy that PLCs can use to focus on the issues of the day. It takes less than five minutes and is called the One-Minute Write (Stiggins, 2005).

Every member of the team participates, with one member serving as timekeeper. The goal is to focus on a single subject through writing. The One-Minute Write consists of two different writing sessions, each of which involves a specific, simple writing prompt, such as “change” (instead of “how change happens in schools”). A shorter prompt encourages divergent thinking resulting in more writing in the one-minute time period.

Along with these robust discussions about helping teachers change the process, provide examples for elementary, middle, and high school settings. PLCs can use this chapter as a pivot point for supporting differentiated instruction by changing the learning process. They can compile a bank of ideas for teachers to use intermittently as they plan and design differentiated interactions that include direct instruction, cooperative structures, and student inquiry, thereby building their teaching repertoires.

## Direct Instruction Methods

The direct instruction model is sometimes referred to as “stand and deliver.” It represents the traditional image of the teacher standing in front of the room, instructing students. While teachers favor direct instruction, especially at the upper level, some researchers and writers in the field of education consider it a lesser model of sound pedagogy. However, when done well within the research-based structures of Hunter (1971) and others, direct instruction methodology is a highly efficient means of imparting information, and some students learn quite readily in this way. There are many ways to differentiate the elements of this time-honored method to make it more effective in reaching all students, including following good lesson design, scaffolding and chunking, whole-class input, small-group input, individual input, and revisiting, reviewing, reteaching, and revising.

### *Following Good Lesson Design*

Changing the method of direct instruction is something that most teachers already do naturally. Madeline Hunter (1971) identified seven elements of a good lesson design:

- 1** Anticipatory set—motivational introduction, the “hook”
- 2** Learning objectives—goals of the lesson, standards addressed
- 3** Input—instructions, information, data, concepts, skills, attitudes
- 4** Modeling—demonstration of the skill or concept
- 5** Guided practice—student exercises monitored with feedback from teacher
- 6** Feedback—specific, immediately relevant comments to students
- 7** Independent practice—student execution on their own

To change the direct instruction model, shift the order of the elements or the way in which they are used, depending on the circumstances. For example, the teacher might do the input before talking about the learning objectives. In a lesson on magnetism, she may discuss magnetic forces and later state the objective of the science unit.

cards as flash cards before and after the reading. Finally, students share the pluses and minuses of the lesson on a card to be turned in to the teacher.

For the sake of the clarity, the differentiation process for this sample lesson begins with changing the content, then moves to changing the process, and finally to changing the product. Each differentiated element is explained in text and is bolded in the figure.

### ***Changing the Content***

To change the content in the basic lesson, teachers usually look at two elements: the hook and the input. In this case, the change to content is made by changing the resources in the hook (see fig. 8.3). Instead of one children's book about school, students are offered a variety of books. For instance, *Testing Miss Malarkey*; *Thank You, Mr. Falker*; *The Fine, Fine School*; *The First Days of School*; *Through the Cracks*; and *Miss Nelson Is Missing!* Teachers cite choice and challenge as reasons for giving resource options. Nothing else is changed, but notice how this one change really opens up the lesson for different learners. They now have a set of books to choose from as they weigh their options for the assignment.

<b>Grade:</b> 6	<b>Subject:</b> Reading	<b>Topic:</b> Vocabulary	<b>Standard(s):</b> Genre	<b>Objective(s):</b> Vocabulary
<b>Big Idea(s):</b> Reading builds vocabulary		<b>Essential Question(s):</b> How does reading various genres build vocabulary?		
<b>Hook or Anticipatory Set</b>	Read one children's book about school: <i>Testing Miss Malarkey</i> ; <i>Thank you, Mr. Falker</i> ; <i>The Fine, Fine School</i> ; <i>The First Days of School</i> ; <i>Through the Cracks</i> ; or <i>Miss Nelson is Missing!</i> <b>Change the content by changing the resources.</b>			
<b>Teacher Input</b>	One way to learn vocabulary is through extensive reading.			
<b>Student Output</b>	Play Vocabulary Search by finding seven significant words to define and illustrate on cards.			
<b>Evidence of Learning</b>	Write a paragraph using all the new vocabulary words.			
<b>Assessment</b>	Read the book to a primary student using vocabulary flash cards.			
<b>Student Reflection</b>	Fill out a comment card with the pluses and minuses of reading to build vocabulary.			

Figure 8.3: Sample basic lesson with content change.