

Differentiated Instruction in Mixed-Ability Classrooms



Dr. Jacqueline S. Thousand
Dr. Richard A. Villa



Objectives

- **Define Differentiation**
- **Explore Rationales for Differentiation**
- **Learn, Apply, and View an Example of a Retrofit Approach to Differentiation**
- **Awareness of Multiple Intelligence Theory as a Tool for Differentiation**
- **Explore the Differences between Retrofit and Universal Design Approaches**

Differentiated Instruction is...

- a teaching philosophy based on the premise that teachers should **adapt instruction to student differences** because “one size does not fit all” (Willis & Mann, 2000).
- a way for teachers to **recognize and react responsively** to their students’ varying background knowledge, readiness, language, learning preferences, and interests (Hall, 2002)

(Facts About the Learners).

Differentiated Instruction is...

- ...shaking up what goes on in the classroom so students have multiple options for **taking in information** (*Content*), making sense of ideas (*Process*), and expressing what they have learned (*Product*). In other words, a differentiated classroom provides different avenues to acquiring content, processing or making sense of ideas, and developing products” (Starr, 2004).

THE FACTS THAT YOU NEED

- **FACTS ABOUT THE STUDENTS**

1. STRENGTHS, INTERESTS,
LEARNING STYLE,
INTELLIGENCES.

2. GOALS

- **FACTS ABOUT THE CLASSROOM DEMANDS**

1. CONTENT

2. PROCESS

3. PRODUCTS &
ASSESSMENT

Meet Kevin

Kevin

- Reads and writes independently at 3rd grade level
- Good decision-maker
- Likes being in a leadership role
- Relates well with younger children
- Never does homework
- Walks out of class when frustrated
- Materials written at 6/7th grade readability
- Lecture
- Oral reading
- Short written answers to textbook questions
- Published tests & teacher designed quizzes
- Small group activities 1x a month
- Independent research paper in science or social studies

- ***MEET SHAMONIQUE***

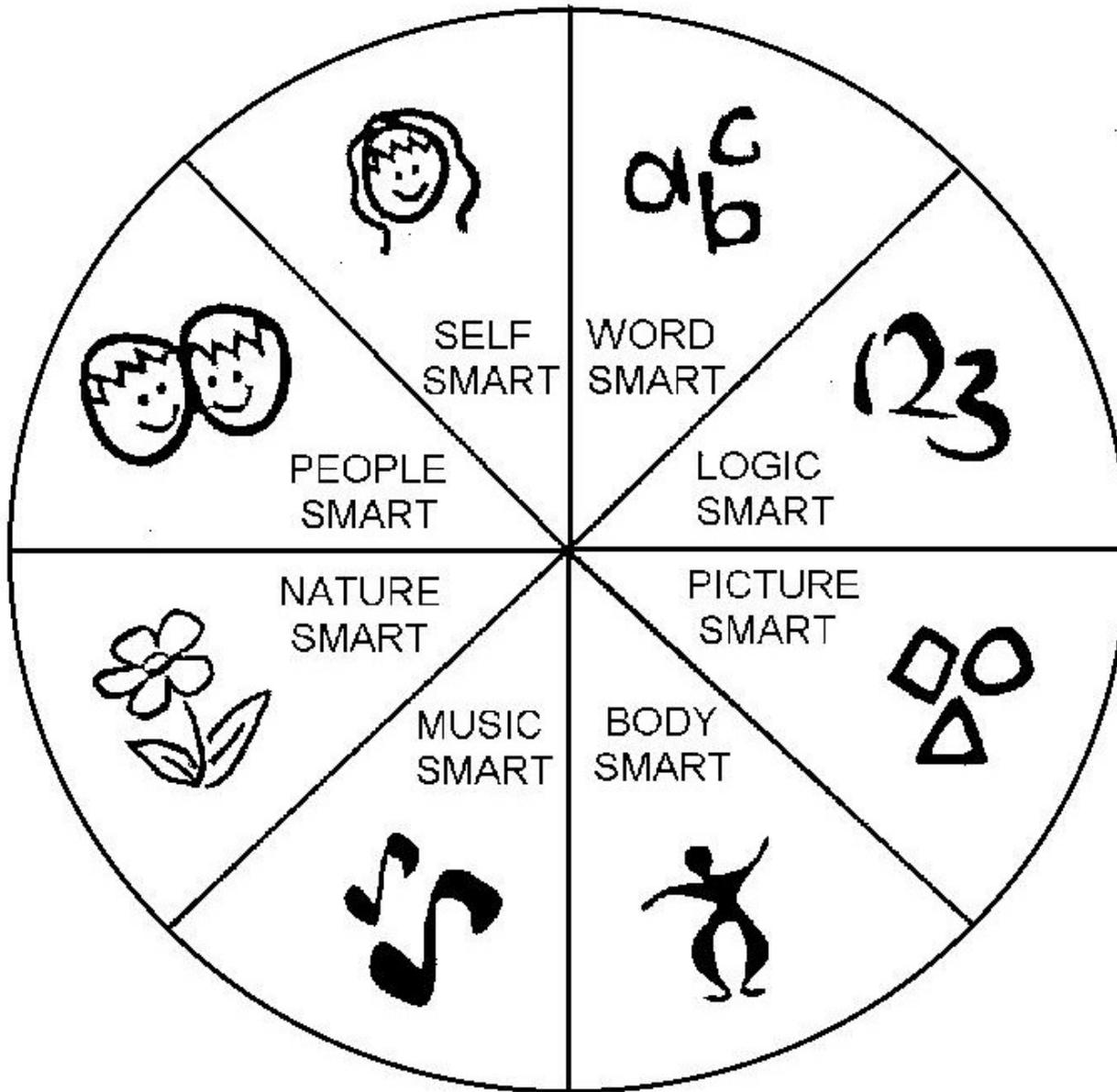
Shamonique

- Sense of humor, happy and enthusiastic
- Social and empathetic
- Gains information from conversations and visual presentations
- Very interested in music, musicians, and movie stars
- Reads with a sight word approach - 100 words
-
- Grade level text
- Teacher lectures, students take notes
- Teacher is enthusiastic & knowledgeable
- Occasionally off topic
- Limited use of visuals
- Nightly homework, start in class
- Students called on randomly
- Weekly tests, frequent quizzes

Shamonique

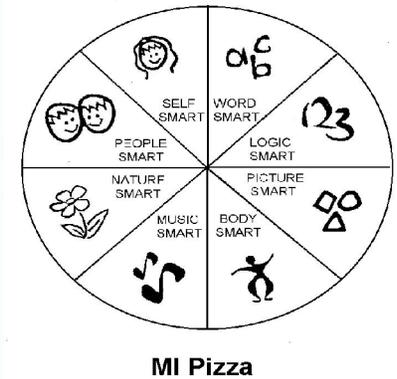
IEP Goals

- Make relevant comments or ask questions
- Acquire 100 sight words
- Improving enunciation
- Learning a minimum of 10 core curriculum facts per month in each academic class
- Creating, dictating, and editing a school-related story each week.



MI Pizza

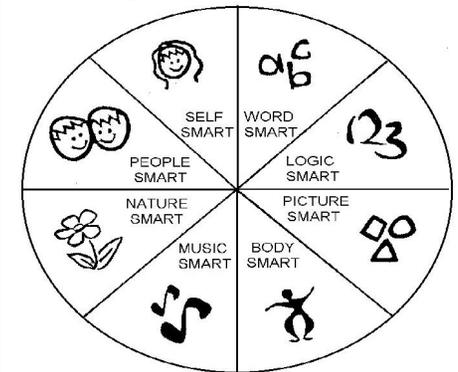
Zachary



- 12 years old
- Struggles to write his name
- Writes fewest words he can
- Enjoys drawing pictures
- Loves to be outdoors
- Interested in plants and animals
- Often appears to be daydreaming in class
- His favorite subject is science

Deeandre

- Third grader
- Complains when he has to interact with classmates
- Doesn't like to share materials
- Enjoys reading
- Often found alone during free time

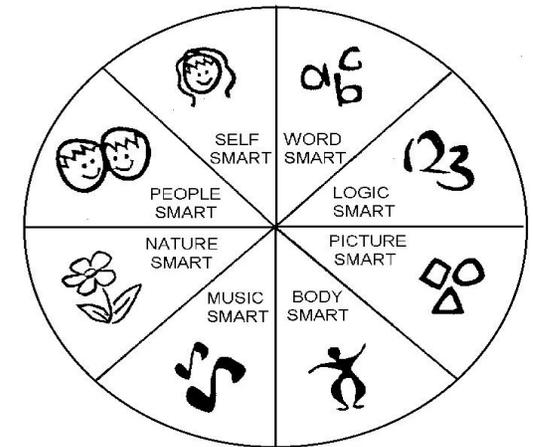


MI Pizza

- Teacher worries that he is shy
- Enjoys journal writing
- Parents say he is cooperative
- Always completes homework

Suzette

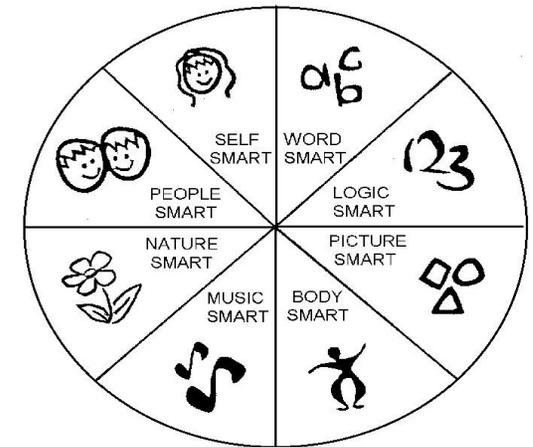
- 14 years old
- Often found in conversation with her peers
- Friends frequently solicit her advice
- Viewed as a leader by her peers



MI Pizza

Sandra

- 10 years old
- Has limited use of her lower extremities
- Uses a wheelchair to get around the classroom and the school

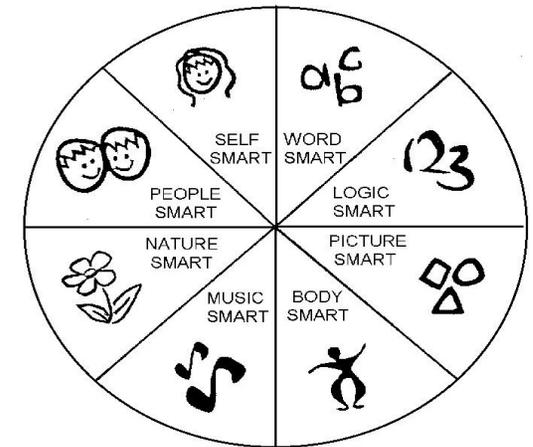


MI Pizza

- 5th grader
- When she is not engaged in an activity, she drums her barrettes

Sandra

- 10 years old
- Blind
- Reads & Writes using Braille
- Has limited use of her lower extremities
- Uses a wheelchair to get around the classroom and the school



MI Pizza

- 5th grader
- When she is not engaged in an activity, she drums her barrettes



Working smarter, not harder

- ***Reactive Retrofit***
 - Content
 - Process
 - Product
 - Discover & address any mismatches for each new student
- ***Proactive Universal Design for Learning (UDL)***
 - Facts about learners
 - Content - differentiated
 - Product - differentiated
 - Process - differentiated



**If you work with your hands, you are a
laborer.**

**If you work with your hands and your
head, you are a craftsman.**

**If you work with your hands, your head,
your heart, and your soul,
you are an artist.**

St. Francis of Assisi

THANK YOU!

Jthousan@csusm.edu

Richard Villa

ravillabayridge@cs.com

www.ravillabayridge.com



Gracias!

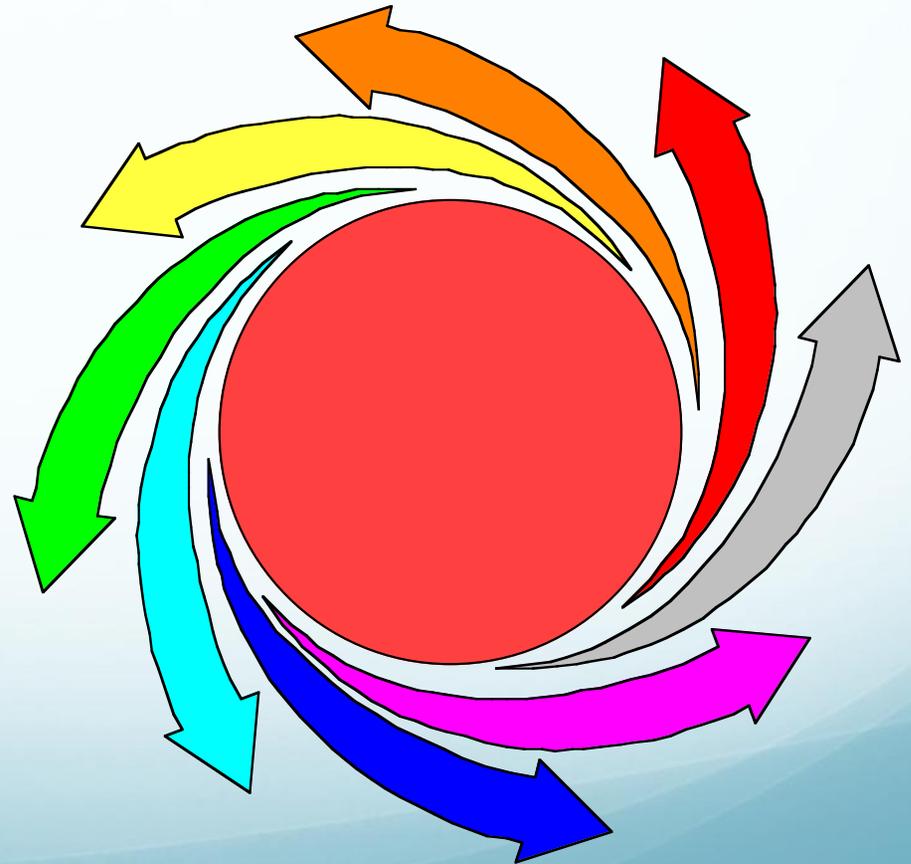
Vielen Dank'!

Mille Grazie!

Merci!

Collaborating with Students in Instruction & Decision- Making

- Dr. Richard A. Villa
- Dr. Jacqueline S. Thousand



Reflect on Your Own Schooling Experiences

EMPOWERING PRACTICES

1. STUDENTS AS ADVOCATES

- A. Peer Buddies
- B. Members Of IEP, Transition and Core Teams
- C. Self Advocacy
- D. Peer mediation of conflict

Continued





EMPOWERING PRACTICES

1. STUDENTS AS ADVOCATES

- A. Peer Buddies
- B. Members Of IEP, Transition and Core Teams
- C. Self Advocacy
- D. Peer mediation of conflict

Continued

EMPOWERING PRACTICES

2. STUDENTS AS DECISION MAKERS

A. Rules Makers

B. Coaches

C. Accommodations &
Modifications

D. School Governance

Surely it is an obligation in a democracy to empower the young to become members of the public, to participate and play articulate roles in the public place.

Maxine Greene

EMPOWERING PRACTICES

2. STUDENTS AS DECISION MAKERS

A. Rules Makers

B. Coaches

C. Accommodations &
Modifications

D. School Governance

3. Students As Instructors

A. Cooperative Group Learning



RESEARCH REVIEW

- Higher Achievement
- Increased Retention
- Greater Use of Higher Level Reasoning
- Increased Perspective Taking
- Greater Intrinsic motivation

Continued



RESEARCH REVIEW

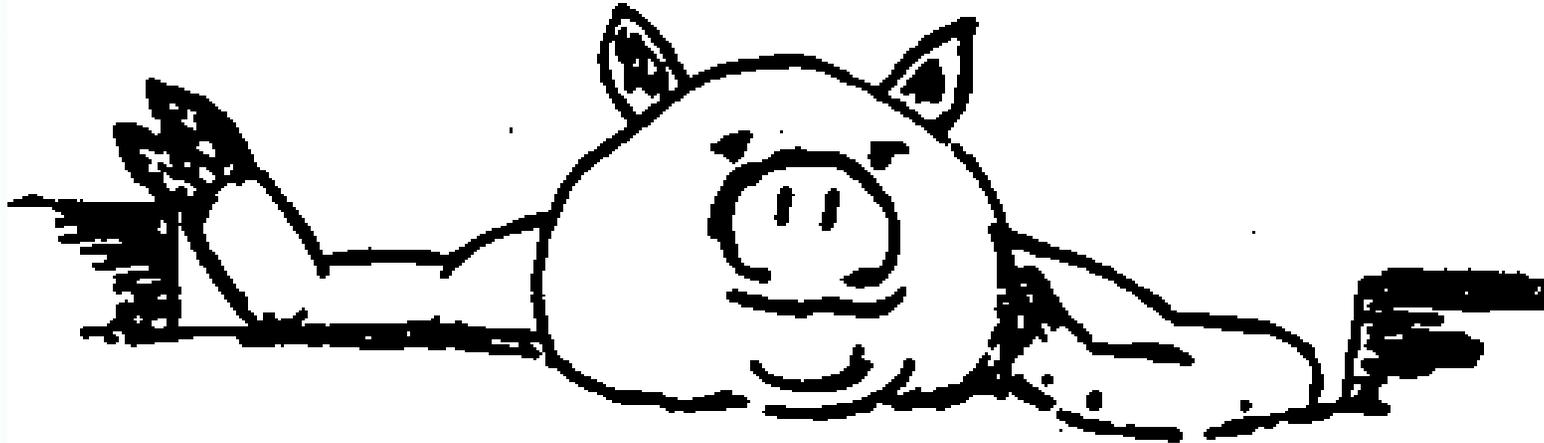
- **More Positive Heterogeneous Relationships**
- **Better Attitude Toward School**
- **Better Attitude Toward Teachers**
- **Higher Self-esteem**

Continued



RESEARCH REVIEW

- **Greater Social Support**
- **More Positive Psychological Support**
- **More On-task Behavior**
- **Greater Collaborative Skills**



Positive Interdependence
Individual Accountability
Group Processing
Social Skills

FACE—to—Face Interaction

EMPOWERING PRACTICES

3. STUDENTS AS INSTRUCTORS

- A. Cooperative Group Learning
- B. Partner Learning

We Remember & Understand

- **20%** of what we hear
- **50%** of what we hear
and see
- **70%** of what we hear,
see, and do.
- **90%** of what we hear,
see, do, and teach

Students as Peer Tutors DVD



Anybody can be great because anybody can serve. You don't have to make your subject and verb agree to serve. You don't need a college degree to serve. You only need a heart filled with grace and a soul generated by love.

Dr. Martin Luther King Jr.





EMPOWERING PRACTICES

3. STUDENTS AS INSTRUCTORS

- A. Cooperative Group Learning
- B. Partner Learning
- C. Co-Teaching





Students as Co-Teachers

DVD



Does Collaborating with Students Lead to the Circle of Courage Outcomes?

Students as Advocates

Peer Buddies

IEP. Transition, Core Teams

Mediators of Conflict

Students as Decision Makers

Rules

Accommodations & Modifications

School Governance

Students as Instructors

Cooperative Group Learning

Peer Tutoring

Co-Teaching

