6 Non Negotiables for Successful Differentiated Instruction (DI) Classrooms

Christopher Maddox, M.Ed., ABD

April 29, 2014

CMaddoxPhD@Yahoo.com
Cmaddox@CU-Portland.edu
Goals of this webinar:

• The basics of differentiation – what it is and what it is not.
• How understanding your students in a comfortable learning environment makes you a better teacher.
• Why proactive, not reactive, curriculum works!
• What is learned helplessness?
• How to make assessment count for everyone.
• Who should help you succeed?
• List the initial steps for developing a DI classroom.
Dr. Carol Tomlinson (2013) discusses differentiation as:

“[A] Classroom practice that looks eyeball to eyeball with the reality that kids differ and the most effective teachers do whatever it takes to hook the whole range of kids on learning.”
A theoretical exploration of DI is:

A strategy, method, or instructional model that stresses the teaching of concepts rather than facts; it is grounded in Piaget’s (1978) theory of constructivism that provides an adaptive nature of knowledge and how individuals learn...
A theoretical exploration of DI is:

...and also has roots in Vygotsky’s (1998) Zone of Proximal Development by understanding the role an educator plays within a classroom to provide students with challenging experiences within their grasp and understanding thereby advancing individual learning.
Christopher Maddox (2014) discusses a differentiated classroom as:

“A learning environment where a teacher’s proactive endeavors, along with a fluid mindset, create and guide the general principles of student achievement.”
Six Non-Negotiables - Consider the Cog

- Engaged Students
- Comfortable Environment
- Proactive Curriculum
- High Expectations
- Varied Assessment
- Shared Responsibilities
Common Core Standards & DI

Common Core Standards & Differentiated Instruction are a pathway to providing a very broad range of students with an equity of access to high quality learning opportunities.
What is differentiated instruction?

Therefore, DI requires educators to think and plan instruction for the varied needs of different students in the same classroom setting. DI is not an extra step, it is the next step of our lesson plans.

“There is no end to the amount of information we can learn.”
DI: What It Is and What It Is Not

• Therefore differentiated instruction is developing multiple components of lesson plans that serve all students in a supportive environment.

• Differentiation is not limited to grouping – it is so much more than that!
6 Non Negotiables for Successful Differentiated Instruction (DI) Classrooms

1. Know and understand their students.
2. Create a comfortable learning environment.
3. Be proactive, not reactive, with curriculum.
4. Expect the unexpected (without rewards).
5. Disguise assessment and provide it throughout the day – every day.
6. Share responsibilities with the community.
Know and Understand Your Students

• Maintain heterogeneous classes and group (focus on the entire student population rather than subgroups within a population.)

• Build a **family** or **community**.
  - - Listen to students.
  - - Respond with compassionate senses.
  - - Work as a cohesive team.

• Fairness and equality: For teachers and students.

• Teach from the heart.
Know and Understand Your Students

Ideas to build a community:

- Surveys
- Vibe Cards
- Fan Mail
- Songs
- Poems
- Home Videos
- What’s Your Number?”

CMaddoxPhD@yahoo.com
Example: Connect with Your Students

Name: ___________________                                      Date: __________

What is the best thing about your day?

________________________________________________________________________
________________________________________________________________________

By My Brother’s Side

After reading the story, By My Brother’s Side, by Tiki and Ronde Barber, review the statements and rate using “10” as completely agree, “5” as sometimes agree, and “0” as never agree.

1. _______ “Like Tiki, I sometimes get bored and have to find creative things to do at home.”
2. _______ “Like Ronde, other people depend on me to do the right thing.”

SHARE: Some of my favorite hobbies are: ________________________________
                                                                 __________________________________________________________________
                                                                 __________________________________________________________________

CMaddox, Ph.D.®
Create a Comfortable Environment
## Fixed vs. Growth Mindset

<table>
<thead>
<tr>
<th>Fixed</th>
<th>Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Achievement comes from being smart.</td>
<td>1. Achievement comes from work. Most students can do most things with effort.</td>
</tr>
<tr>
<td>2. Parents, siblings, &amp; environments forecast student success.</td>
<td>2. Effort forecasts student success.</td>
</tr>
<tr>
<td>3. The way students work in a class help the teacher decide who can and cannot succeed.</td>
<td>3. The way students work in a class helps the teacher make connections with effort and success.</td>
</tr>
<tr>
<td>4. The teacher uses the <em>bell curve</em> for grading.</td>
<td>4. Assessment looks different.</td>
</tr>
<tr>
<td>5. “I believe there is an innate relationship to intelligence and success. I teach what I believe you can learn.”</td>
<td>5. “I believe in you and will support you to be successful.”</td>
</tr>
</tbody>
</table>
Create a Comfortable Environment

Even Albert Einstein needed support to become an Einstein.
Create a Comfortable Environment

• It is not about how good you are, it is about how good you want to be!
• If teachers see their students as winners - - then students see themselves as winners!
• A mindset of believing and doing – a balance of successes.
Create a Comfortable Environment

The foundation of differentiated instruction may be viewed as, “The way we work in this class will help you see the link between your effort and your success.”
ACTION REQUESTED NOW: Using the question box, send in your response to the following --

How do teacher mindsets effect who, where, what, and how we teach?
Proactive not Reactive Curriculum

Curriculum must define:

- Knowledge worth learning
- Learning worth mastery
- Student prior knowledge

CMaddoxPhD@yahoo.com
Proactive not Reactive Curriculum

Differentiated Instruction keeps the scales balanced for ALL students
Proactive not Reactive Curriculum

DI Curriculum - -

P plans engagement
P provides opportunity for P re-tests
P proposes effective KUDs*
P promotes Teaching UP
P prepares students for P ost-tests
Proactive not Reactive Curriculum

**KNOW**
- Facts
- Names
- Dates
- Places
- Vocabulary
- Definitions
- How to . . .

**UNDERSTAND**
- Concepts
- Principles
- Generalizations
- Big Ideas

**DO (ccs)**
- Process
- Use
- Produce
- Analyze
- Solve
- Write
- Evaluate
- Contribute

CMaddoxPhD@yahoo.com
Proactive not Reactive Curriculum

Teach skills by Naming Skills.

Student will know ________(Know)_________.
Student will be able to ____ (Understand)____.
Student will understand that ___(Do)_______.

Test:
1. When did the Pilgrims land at Plymouth Rock?

1620.

As you can see, I've memorized this utterly useless fact long enough to pass a test question. I now intend to forget it forever. You've taught me nothing except how to cynically manipulate the system. Congratulations.

They say the satisfaction of teaching makes up for the lousy pay.
Proactive not Reactive Curriculum

Examples of proactive technology websites that help you improve assessment, curriculum, instruction, and classroom management:

- Animoto
  Get Started: http://animoto.com/create

- Wordle
  Get Started: http://www.wordle.net/

- VoiceThread
  Get Started: http://voicethread.com/
Proactive not Reactive Curriculum

Examples of proactive technology websites that help you improve assessment, curriculum, instruction, and classroom management:

- Knovio: Get Started: [www.knovio.com](http://www.knovio.com)
- Jing
  Get Started: [www.screencast.com](http://www.screencast.com)

Movie Maker (Embedded in all Microsoft platforms)

Get Started: [http://www.youtube.com/watch?v=sLTnsWV2tjE](http://www.youtube.com/watch?v=sLTnsWV2tjE)

- Voki
  Get Started: [www.voki.com](http://www.voki.com)
Proactive not Reactive Curriculum

Examples of proactive technology websites that help you improve assessment, curriculum, instruction, and classroom management:

Teacher accounts:
- Edmodo
- Teacher Facebook
- Instagram
- Technochronic
- Teacher Twitter
- Vine

CMaddoxPhD@yahoo.com
Proactive not Reactive Curriculum

Aha Moments

Got It!

Light Bulbs

Brain Buzzes

Celebrate
Expect the Unexpected (Without Rewards)
Expect the Unexpected (Without Rewards)

Learned Helplessness

• Dr. Carol Dweck, et al. (1978) explores a theory that some children adopt a view of helplessness once experiencing failure in the situation that was out of their control and there was nothing they could do about it.

• Research suggests that focusing students' attention on the goal of learning rather than on showing how well they can perform has beneficial effects in combating helplessness.
Expect the Unexpected (Without Rewards)

• When teachers provide rewards, they focus students’ attention on performance rather than learning.
• Earl (2003) believes Differentiation is making sure the right students get the right learning tasks at the right time.
• Once you have a sense of what each student holds as given or known, and what he or she needs in order to learn, differentiation is no longer an option; it is an obvious response.
Expect the Unexpected (Without Rewards)

• Kohn (1997) discusses rewards as a way of manipulating behavior that destroy the potential for real learning. Instead, he advocates providing an engaging curriculum and a caring atmosphere, “So kids can act on their natural desire to find out."

• Rewards are ways of manipulating behavior. They are a form of doing things to students. And to that extent, research says it's counterproductive to say to students, "Do this or here is what I’m going to do," also applies to saying "Do this and you'll get that” (Kohn, 1995).
Expect the Unexpected (Without Rewards)

Instead of using rewards, teachers should do the following:

• Devote yourself to teaching rather than test-prep.
• Provide curriculum that is for all students. Remember students’ interests and encourage risk-taking.
• Maintain a Growth mindset for all.
• Teach UP with tasks that:
  - Simple to understand with definable goals
  - Genuine
  - Requires analysis or synthesis
  - Requires reflection or evaluation
  - “Meets or exceeds expectations”
  - Support scaffolding
Disguise Assessment

Meaningful homework serves the curriculum and connects the school with home:\textsuperscript{12}

<table>
<thead>
<tr>
<th>Less Meaningful</th>
<th>More Meaningful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memorization of Information</td>
<td>Application of Knowledge</td>
</tr>
<tr>
<td>Lower-Order Thinking</td>
<td>Higher-Order Thinking Skills</td>
</tr>
<tr>
<td>Teacher-Driven Tasks</td>
<td>Student-Driven Tasks</td>
</tr>
<tr>
<td>Focus on Compliance</td>
<td>Focus on Learning</td>
</tr>
<tr>
<td>No Meaning Beyond the Classroom</td>
<td>Meaning Beyond the Classroom</td>
</tr>
</tbody>
</table>
Disguise Assessment

• Assessment does not always have to be a paper-pencil task.

• Remember to implement pre-tests to find out what students already know before a unit begins.
  ✓ Students who successfully complete pre-test material should not be forced to review the content again.
  ✓ Pre-test information also helps guide your curriculum development.

• Students should demonstrate learning through products; do not confuse learning with a test.
  • Assessment should occur throughout the school day.
Disguise Assessment

- Sticky Notes
- Entrance Pass / Exit Ticket
- “Telling Me Something New”
- Writing Prompt
- Graphic Organizers
- Text answer to survey
- KWL Chart

- KUDs
- Centers
- Mentors
- Learning Contracts
- RAFT
- polleverywhere.com
- Whip Around or Pass
- Vote with Your Feet
- SWAT Team
- Clipboard Cruising
- Inside – Outside Circles
- Graffiti Wall
- Post-N-Pass
- Gallery Walk
- Take a Stand
- 3 Sentence Summary
- Plus | Delta
- Teacher Conferencing
- Window Notes
Share Responsibilities
Ron Clark (2013) states, “[The] big thing we try to do is focus on partnerships . . . and relationships within the community. Push yourself to be different!”

What is your, “Amazing Shake?”

http://www.ronclarkacademy.com/
Steps to create a DI classroom:

1. Figure out a way to *get-to-know* your students.
2. Make your classroom a safe place for everyone to learn; *start with your mindset!*
3. Proactive lesson plans that also accommodate the following:
   a) Plans engagement
   b) Pre-tests before a unit
   c) Proposes effective KUDs
   d) Promotes TEACHING UP
      
      Simple to understand with definable goals
      - - Genuine
      - - Requires analysis or synthesis
      - - Requires reflection or evaluation
      - - “Meets or exceeds expectations”
      - - Support scaffolding
   e) Post-assessments are varied
4. Acknowledge learned Helplessness exists in students; focus on teaching!
5. Vary assessment - - DI requires creativity in how you assess your students.
6. No man (or woman) is an island – ask for help from the community.
Q & A
Optional Pre-Webinar Activity

I hope you are excited about this webinar; to prepare your mindset, think about the following questions. I am excited to speak with you on Tuesday, April 29, 2014 @ 8 pm EDT. - - Christopher Maddox

1. “How well do I know my students?”

2. “How do I describe my classroom to others?”

3. “The best things for fast-finishers in my classroom are . . .”

4. “Academically, I believe my students are . . .”

5. Quizzes and tests are the best way for me to assess my students’ progress, right?”

6. “I would describe my teaching philosophy as . . .”
# 6 Non-Negotiables DI Worksheet

<table>
<thead>
<tr>
<th>DI Essential</th>
<th>“Ideas that will help me create a DI classroom.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Know and understand students</td>
<td></td>
</tr>
<tr>
<td>2. Create a comfortable environment</td>
<td></td>
</tr>
<tr>
<td>3. Proactive not reactive curriculum</td>
<td></td>
</tr>
</tbody>
</table>

CMaddoxPhD@yahoo.com
| 4. | Expect the unexpected (without rewards) |
| 5. | Disguise assessment |
| 6. | Share responsibilities |
References


References

