

Differentiating Instruction

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Some people claim...



Differentiating instruction is the “next cure” ... the newest “fix” “the biggest buzz”

Some educators are ready to try it.

- ★ **Group students**
- ★ **Purchase curriculum**
- ★ **More practice**

Shouldn't we ask
2 important questions?



Did you ask?

- ★ *What is differentiated instruction?*
- ★ *Is it SBR?*
- ★ *How can it happen in classrooms?*
- ★ *Who does it help?*
- ★ *Where does it work?*
- ★ *What were the outcomes?*

Differentiating instruction

★Research definition...

Alternative matching instruction
to meet the different needs of learners
in a given classroom... that includes
small groups & increased practice opportunities
in the form of Reading Centers (FCRR, 2006)

Differentiating instruction

★Teachers report...

- ★ *Grouping for instruction*
- ★ *Individualizing instruction*
- ★ *Assigning different activities/materials*

Research reports

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- ★ ***NO scientific base (SBR)***

Research reports

★ ***NO scientific base (SBR)***

Characteristics are SBR...

- ★ GROUPING
- ★ TEACHING IN SMALL GROUPS
- ★ EXPLICIT, SKILLS-FOCUSED INSTRUCTION

Is differentiating instruction for?

- ★ ***reading instruction only***
- ★ ***elementary students***
- ★ ***low achievers***
- ★ ***everyone?***

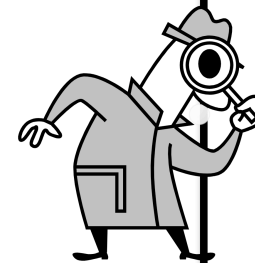


What exactly is differentiated?

- ★ *Purpose*
- ★ *Expectations for performance*
- ★ *Instruction, delivery or content*
- ★ *Assessment, outcomes, mastery*

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Maybe what we need to do...

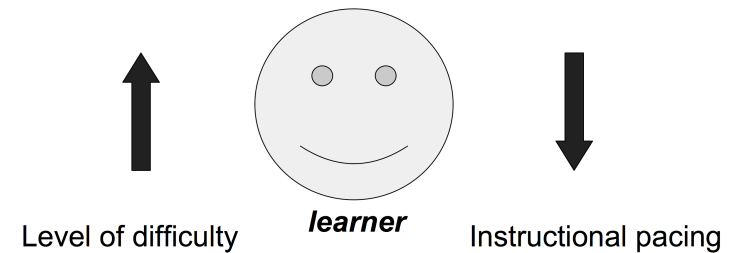


examine characteristics of differentiated instruction ... or teaching differently.

Instructional delivery differs

- **Teaching**
- **Facilitated practice**
- **Testing**

Pacing is flexible, differentiated.



Classroom practice changes

- More teaching, STM & LTM
- More collaboration...Hear, see, say...do
- Partnering first, then independent
- Scaffolding, easy to difficult
- Gradual release of responsibility
- Reasonable mastery

*Front load instruction:
vocabulary, oral language*



Professional development is different...

Provide TIME to teach “teaching”

HOW to:

- ★ set routines
- ★ teach/train procedures
- ★ manage groups
- ★ increase teaching time

Instructional delivery differs: whole class & small groups

- FOCUS instruction, graphic organizer
- TEACH, 20 minute sessions
- MODEL, teacher-led
- DIFFERENTIATE within group, partnering
- Observed peer practice with constructive feedback

Flexible daily schedules

- 8:05-8:30 *Whole class AM overview*
- 8:35-9:00 *Small groups*
- 9:00-9:15 *Whole class lesson*
- 9:20-9:40 *Small groups*
- 9:45-10:05 *Small groups*
- 10:10-10:30 *Whole class lesson*
- 10:30-10:55 *Small group practice*
- 11:00-11:25 *Whole class lesson*
- 11:30-11:50 *Wrap and review*

Alternating whole & small group instruction all day

- 12:30-1:00 *Whole class PM Overview*
- 1:10-1:30 *Small groups*
- 1:35-1:50 *Whole class lesson*
- 2:00-2:20 *Small groups*
- 2:30-2:50 *Small groups*
- 2:55 *Whole class wrap up/review*

*Students are engaged in 2 small groups per day
with explicit, teacher-led instruction specific to need.*

Class periods with less time, use fewer groups

50-60 minute class - 2 small groups

- 5-10 minute Overview, whole class, graphic organize
- 20 minutes, small groups (half class with teacher)
- 20 minutes, small groups (other half of class)
- 5-10 minutes, Wrap Session, whole class

- *Alternate teaching one group M/W, one T/Th, and practice with partners/work independently on Friday*

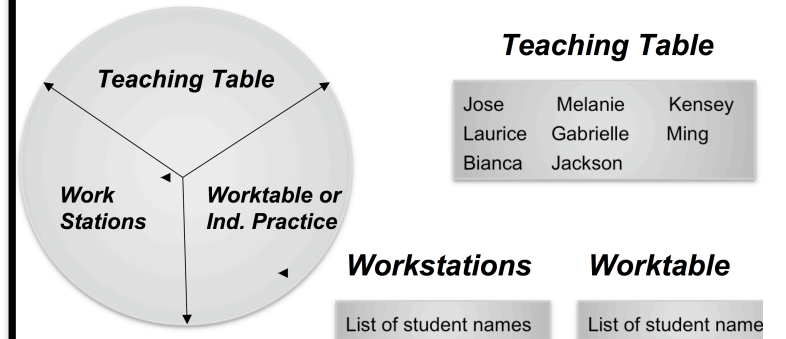
Differentiate responsibilities

Job Title	Workers	
	Week 1	Week 2
Counselor	Carlos	Angela
Chart Caller	Mary Ann	Cecelia
Voice Level Monitor	Michelle	Jose
Trash Monitor	Randall	Marcus

Use a Job Chart

- Share work
- Be responsible
- Be accountable

Differentiate delivery... rotate groups through activities



Teachers report... differentiating instruction creates...

- Decrease in behavior problems
- Increase in student participation
- Increase in teaching time
- Improvement in student performance
- Successful learning & greater achievement

Why does this occur?

More questions...

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Does teaching in small groups ensure differentiated instruction?

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Will student comprehension & achievement increase with better instruction in small groups?

More questions...

Does teaching in small groups ensure differentiated instruction?

Will student comprehension & achievement increase with better instruction in small groups?

Is changing delivery JUST the beginning of teaching differently?

**Plan of Action:
WEEK ONE**

FOCUS: Behavior & Environment—not academic!

- Set up 3-4 groups– form compatible groups
- Physically organize the classroom
- Develop schedule(s) – flexible to needs daily
- Job & rotation chart
- Assign & teach jobs, COACH performances
- Teach basic communication & conflict resolution skills



Plan of Action: WEEK TWO

FOCUS: PRACTICE, PRACTICE, PRACTICE!

- Students with Week One jobs teach Week Two job assignments
- Begin administering assessments to determine skill needs for academic grouping in small group
- Brag on EFFORTS and COACH performance



Plan of Action: WEEK THREE

FOCUS: Begin moving toward an academic focus...

- Rotate job assignments, students with Week Two jobs teach Week Three assistants
- Use data to determine skill needs for academic grouping & form small groups
- Continue practicing routines
- Plan whole class, small group, & work station lessons
- Brag on EFFORTS...not just achievements



Plan of Action: WEEKS FOUR+

FOCUS: Provide intensive, explicit, systematic instruction

- TEACH, not practice...in small groups
- Adjust group memberships as data indicates
- Monitor and adjust schedule or curriculum
- Use Student Contracts or Do/Done folders
- Continue rotating jobs for assistants
- Acknowledge students' success in managing their own behaviors...self-regulation is a GOOD thing.

***Differentiated Instruction:
Grouping Students for Success***
***By Vicki Gibson, Ph. D,
Jan Hasbrouck, Ph. D.***

available from Amazon.com

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