

The Differentiated Instruction

SCRAPBOOK



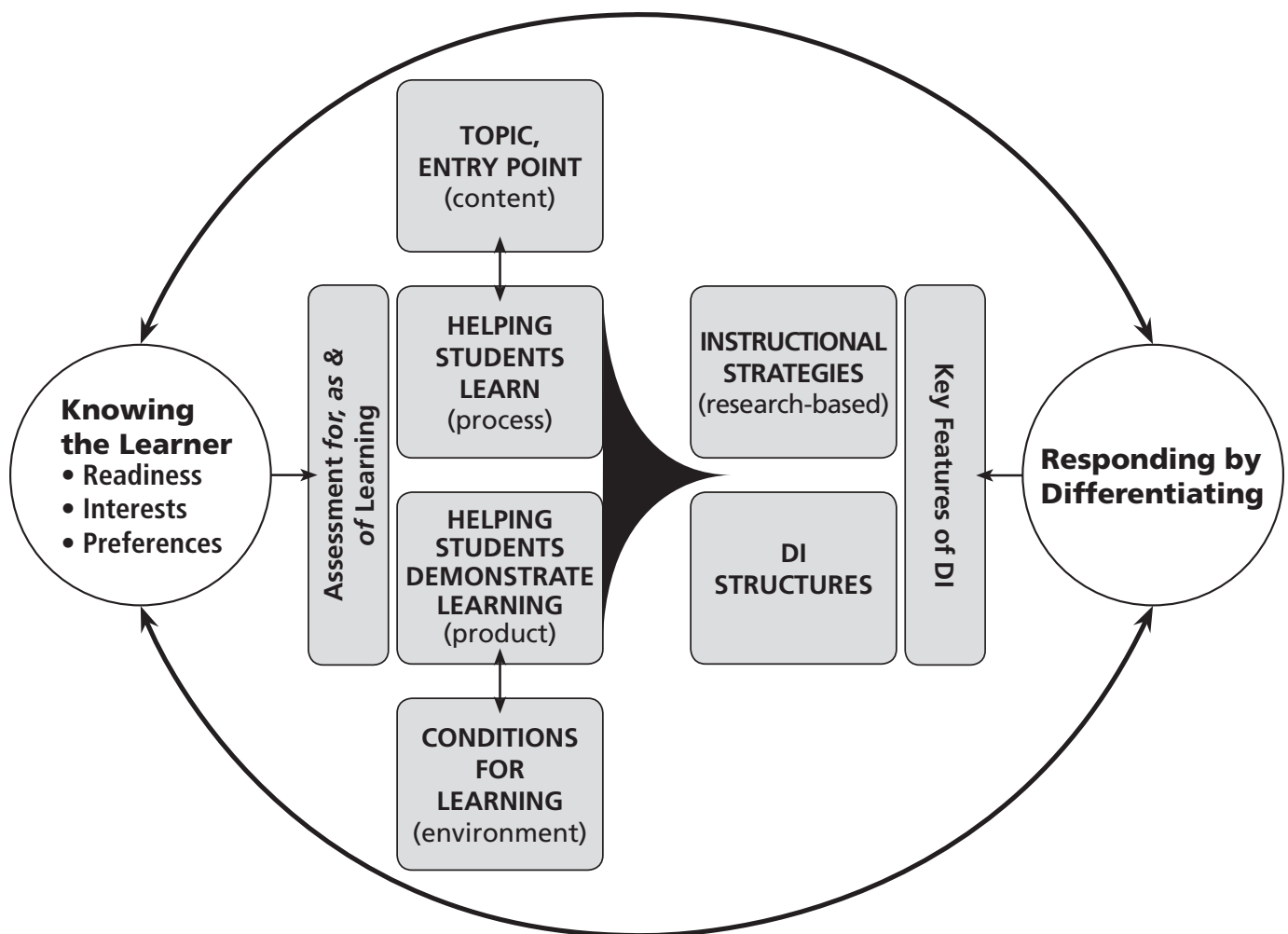
The Differentiated Instruction SCRAPBOOK

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Differentiated Instruction Framework for Teaching and Learning

Differentiated Instruction

Differentiated instruction (DI) is effective instruction that is responsive to the learning preferences, interests and readiness of individual learners. Differentiated instruction is best thought of as an organizing structure or framework for thinking about teaching and learning. It is guided by the Principles and Features of Differentiated Instruction.



Differentiated Instruction Unit Planner

Differentiated Instruction Unit Planner	
Subject/Course Code/Title/Curriculum Policy:	
Duration: Number of X-minute periods	
WHAT DO WE WANT STUDENTS TO LEARN?	
Overall Expectation(s)/Specific Expectation(s): <i>Students will:</i>	
PRIOR LEARNING	
Prior to this lesson, students will have: •	
HOW WILL WE KNOW STUDENTS HAVE LEARNED IT?	
Assessment/Success Criteria <i>Achievement Chart Category</i> • ... criterion • ... criterion	Assessment Tool(s) (i.e., checklist, rubric, rating scale, anecdotal comments, marking scheme)
Evaluation: Culminating Task(s)	

HOW WILL WE DESIGN INSTRUCTION AND ASSESSMENT TO HELP STUDENTS LEARN?

DIFFERENTIATED INSTRUCTION DETAILS

Knowledge of Students

Differentiation based on student:

- ☐ Readiness ☐ Interests ☐ Preferences: ☐ Styles ☐ Intelligences ☐ Other (e.g., environment, gender, culture)

Need to know:

- Students' ...

How to Find Out

- ...
- ...

Differentiated Instruction Response

- ☐ What to learn: Topic, entry point (content) ☐ Ways of learning (process)
☐ Ways of demonstrating learning (product) ☐ Learning environment

POSSIBLE LEARNING EXPERIENCES:

Whole Class or Groups: → Learning Experience—Strategy and/or Structure

NOTE: THE DI THREE-PART LESSON PLANNER MAY BE USED HERE TO OUTLINE INDIVIDUAL LESSONS.

Materials and Resources—Teacher

Materials and Resources—Student

Differentiated Instruction Lesson Planner

 Differentiated Instruction Lesson Planner	SUBJECT/COURSE CODE/TITLE/CURRICULUM POLICY DURATION: NUMBER OF X-MINUTE PERIODS
	1. (strategies* and structures**) 2. 3. 4.

*Marzano's Categories of Instructional Strategies (See Resources, below.)
 **Differentiated Instruction Structure

Differentiated Instruction Details

Knowledge of Students

Differentiation based on student:

☐ Readiness

☐ Interests

☐ Preferences:

☐ Styles

☐ Intelligences

☐ Other (e.g., environment, gender, culture)

Need to know

• Students' ...

How to Find Out

• ...

Differentiated Instruction Response

☐ Topic, Entry Point (content)

☐ Ways of learning (process)

☐ Learning environment

☐ Ways of demonstrating learning (product)

CURRICULUM CONNECTIONS	
Overall Expectation(s):	• ...
Specific Expectation(s):	• ...
Learning Goal(s):	

ASSESSMENT AND EVALUATION	
Assessment/Success Criteria <i>Achievement Chart Category</i> • ... criterion etc.	Assessment Tool(s): (i.e., checklist, rubric, rating scale, anecdotal comments, marking scheme):

PRIOR LEARNING

Prior to this lesson, students will have:

-
-
-

MATERIALS AND RESOURCES	

MINDS ON

- Establishing a positive learning environment
- Connecting to prior learning and/or experiences
- Setting the context for learning

Whole Class or Groups: ➔ Learning Experience including Structures/Instructional Strategies

Description

ACTION

- Introducing new learning or extending/reinforcing prior learning
- Providing opportunities for practice and application of learning

Whole Class or Groups: ➔ Learning Experience including Structures/Instructional Strategies

Description

CONSOLIDATION AND CONNECTION

- Helping students demonstrate what they have learned
- Providing opportunities for consolidation and reflection

Whole Class or Groups: ➔ Learning Experience including Structures/Instructional Strategies

Description

Key Features of Differentiated Instruction

1. Flexible Learning Groups

Sample Indicators:

- ☐ Groupings are based on prior assessment of student learning, interests and/or learning preferences
- ☐ Groupings are sometimes determined by the students, sometimes by the teacher and sometimes randomly
- ☐ Students are comfortable working in groups and follow collaborative group norms
- ☐ Students are grouped and regrouped, frequently and flexibly, based on their:
 - Readiness to learn a concept
 - Interest in a concept
 - Learning preferences in working with or thinking about a concept

2. Choice

Sample Indicators:

- ☐ Choices provided are based on prior assessment of student learning, interests and/or learning preferences
- ☐ Students are taught how to make choices (e.g., assignment, learning centre task, resources) based on their readiness, interests, and learning preferences
- ☐ Students have opportunities to make choices (e.g., assignments, learning centre tasks, resources) based on their readiness, interests, and learning preferences
- ☐ Students have opportunities to select preferred conditions for learning (e.g., individually, in a quiet location away from others, in an active area of the room, as part of a group)
- ☐ All choices address the same curriculum expectations (Some tasks, designed for students on an IEP, may address modified curriculum expectations)
- ☐ All choices are designed to take approximately the same amount of time
- ☐ The amount of choice being offered is reasonable, not overwhelming

3. Respectful Tasks

Sample Indicators:

- ☐ All choices/tasks are interesting and engaging
- ☐ All choices/tasks require the students to work at the edge of their current readiness
- ☐ All choices/tasks are based on the same learning goal
- ☐ All choices/tasks can be assessed using the same success criteria, which have been identified, shared with, and understood by students
- ☐ Students having difficulty with a concept are engaged in learning opportunities that are just as interesting and appealing as those of other students

4. Shared Responsibility for Learning

Sample Indicators:

- ☐ Students have opportunities to think/talk about/identify the ways they learn best
- ☐ Students have opportunities to think/talk about/identify their interests
- ☐ Students can articulate the learning goal
- ☐ Students co-construct the criteria for assessment with the teacher
- ☐ Students are taught how to self-assess
- ☐ Students are provided with opportunities to self-assess
- ☐ Students advocate for conditions that support their learning
- ☐ Students seek feedback and respond to suggestions

Creating an Environment to Support Differentiated Instruction

Do I see:	Is my classroom:
☐ Thoughtful use of space so that desks and tables can be quickly and easily grouped in various configurations? ☐ Spaces where people can sometimes work alone if they prefer? ☐ Various resources—a classroom library, interesting objects and images that students have contributed and small group sets of a variety of texts? ☐ Spaces/shelves that are well-labelled for organization, flow of traffic and developing learner independence? ☐ Visible and clear instructions or directions for group or individual tasks? ☐ Appropriate use of technology, including assistive technology?	☐ Welcoming, inviting and engaging? ☐ A place where all learners have agreed upon ways of working and learning together? ☐ A place where all learners know what is expected of them—in their learning and in their interaction with others? ☐ A place where people obviously enjoy each other's company and work productively together? ☐ A place where the teacher attends over time, to individuals, small groups, and the whole class, and is always aware of everyone in the room? ☐ A place where students have choices in their learning? ☐ A place where all learners respect and value individual differences?

Students, Structures and Strategies

Differentiated Instruction

Core Questions

The Learning Environment

- How can I set up the classroom for differentiated instruction?
- What elements of the learning environment can I differentiate to help all of my students learn?

Instruction and Assessment

- How can I differentiate the ways that I help students learn new concepts?
- How can I differentiate the ways I assess student progress towards their learning goals?

Evaluation

- How can I differentiate the ways that students demonstrate what they understand and can do?

Students	DI Structures	Strategies*
Readiness • Prior knowledge, skills—including learning skills and work habits, experiences Interests • Personal, social and career interests Learning Preferences • Environmental preferences • Learning styles • Intelligence preferences • Other...	• Choice Boards • Cubing • Learning Centres • Learning Contracts • RAFTs • Tiering • Other...	• Identifying similarities and differences e.g., Venn diagram, metaphor • Summarizing and note taking e.g., mind maps, concept maps • Reinforcing effort and providing recognition e.g., goal-setting • Homework and practice e.g., simulations • Non-linguistic representations e.g., graphic organizers, tableaux • Cooperative learning e.g., jigsaw, think-pair-share • Setting objectives and providing feedback e.g., exit card, rubrics • Generating and testing hypotheses e.g., inquiry processes • Questions, cues and advance organizers e.g., anticipation guides, thinking routines

*Category of Instructional Strategies: Marzano, R., Pickering, D., and Pollock, Jane (2001) *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*. Alexandria, VA: ASCD.

Knowing the Learner Cards

READINESS

Knowing the Learner READINESS

- The prior learning that students bring to a new concept

Readiness varies for each of us whenever we are learning something new. If we have some prior knowledge, some point of connection, or even simply a positive feeling about the new material, we are in a better position to learn than if we are lacking in these.

Some ways to determine student readiness include pre-assessments (diagnostic), checklists, brainstorming, mind maps, exit cards and anticipation guides.

To gauge student readiness, consider:

- ☐ Prior knowledge
- ☐ Current skills
- ☐ Learning Skills and Work Habits development
- ☐ Prior experiences



INTERESTS

Knowing the Learner INTERESTS

- A predisposition, passion or curiosity for a topic or skill

Motivation to learn is ignited when teachers attend to student interests.

Some ways to find out about the interests of students include sharing/community circle, exit cards, partner introductions, asking questions, and asking students to connect their interests with topics of study.

Consider each student's interests in lesson and unit planning:

- ☐ Academic
- ☐ Career
- ☐ Personal
- ☐ Recreational
- ☐ Social

Knowing the Learner Cards

LEARNING PREFERENCES

Knowing the Learner

LEARNING PREFERENCES—Learning Style

LEARNING STYLE

- Describes how we prefer to acquire, process and remember new information.

We often think of learning style preferences according to the senses—we may be predominantly visual, auditory, or kinesthetic learners, we may prefer different styles for different tasks, or we may prefer a combination of styles.

Our preferences may develop or change over time, based on our experiences.

Consider whether a student's predominant learning style preferences are:

- ☐ Visual ☐ Auditory ☐ Kinesthetic ☐ A combination



Knowing the Learner

LEARNING PREFERENCES—Triarchic Intelligences

TRIARCHIC INTELLIGENCES THEORY (Robert Sternberg)

We all have and use varying amounts of three intelligences—analytical, practical and creative. These intelligences continue to develop over time, based on our experiences.

The goal is to develop strength in and use all three intelligences.

Consider whether a student's intelligence preferences are:

- ☐ Analytic—logical and reasoned—“Explain the causes of the Second World War.”
- ☐ Practical—real-world applications—“Using your understanding of scale, design the perfect bedroom.”
- ☐ Creative—innovations—“What use might you make of a stethoscope if you were stranded on a desert island?”

Knowing the Learner Cards

LEARNING PREFERENCES

Knowing the Learner

LEARNING PREFERENCES—Multiple Intelligences

MULTIPLE INTELLIGENCES THEORY (Howard Gardner)

We all have and use varying amounts of nine intelligences. It is helpful to think of our students as possessing a profile of several intelligence preferences that interact, one with another, rather than a number of distinct intelligences.

Some intelligence preferences are more predominant than others. Intelligence preferences continue to develop over time and may change based on our experiences.

Consider whether a student's intelligence preferences are:

- | | | |
|---------------------|------------------|------------------------|
| • Verbal-Linguistic | • Visual-Spatial | • Logical-Mathematical |
| • Naturalist | • Existential | • Intrapersonal |
| • Musical-Rhythmic | • Interpersonal | • Bodily-Kinesthetic |



Knowing the Learner

LEARNING PREFERENCES—Environmental

ENVIRONMENTAL PREFERENCES

Some of us prefer silence when working; others prefer sound. Some prefer an organized, brightly lit environment; some prefer a casual corner with subdued lighting.

Some preferences to consider include:

- | | | |
|---|---|--|
| working away from others | ↔ | working alongside others |
| structured workspace (e.g., chair, table) | ↔ | casual workspace (e.g., soft chair, clipboard) |
| light, bright setting | ↔ | subdued setting |
| quiet setting | ↔ | music or other background sounds |

Learning Preferences Inventories and Surveys

Multiple Intelligences Inventory: “Smarts” Profile

1. Place a check mark beside the statements that are true for you.
2. Which “Smarts” have the most check marks?
3. Think of times when you use your most dominant “Smarts” as strengths.

THIS SURVEY IS INTENDED TO INITIATE PERSONAL REFLECTION AND CLASS DISCUSSION ABOUT LEARNING PREFERENCES AND STRENGTHS.

You are Body Smart if you use your body effectively. You: ☐ Know your body, its capacities and its limits ☐ Can control both big and small movements ☐ Are able to use your hands and fingers to do really delicate things ☐ Handle objects around you with great skill	You are Image Smart if you are able to work with images and pictures. You: ☐ See images in your head ☐ Notice objects in the world ☐ Notice colour, shape and form ☐ Are able to get around easily ☐ Can work with objects in three dimensions ☐ Can use materials such as clay, wood and paint to represent your ideas
You are Logic Smart if you approach events in a logical manner. You: ☐ Recognize patterns ☐ Look at things systematically ☐ Make conclusions on the basis of observations ☐ Count things ☐ See links between events ☐ See events in terms of pattern and sequence ☐ Look for the relations among things ☐ Look for explanations of events	You are Music Smart if you are able to work with melodies, rhythms and sounds. You: ☐ Like different kinds of music ☐ Know about different instruments ☐ Are aware of how complicated music can be ☐ Hear music in different sounds in your environment ☐ Make up melodies ☐ Sing or play an instrument
You are Nature Smart if you are aware of the world around you. You: ☐ Like being outdoors ☐ Notice changes in the environment ☐ Like animals and plants ☐ Are aware that our environment deserves respect ☐ Seek out information about our planet ☐ Are sensitive to the needs of wild and domesticated animals and plants	You are Word Smart if you use language effectively. You: ☐ Know many words ☐ Know the meanings of words ☐ Know how to put words together in proper order ☐ Use words to pass on information ☐ Use language in a way that is interesting to others ☐ Know how words and language can affect other people
You are Self Smart if you are able to manage yourself effectively. You: ☐ Know what you're feeling ☐ Think about what's going on around you ☐ Have a good sense of who you are and the kind of person you want to be ☐ Can keep yourself motivated ☐ Are able to control your emotions	You are People Smart if you are able to deal effectively with other people. You: ☐ Like being with people ☐ Get along with people ☐ Are sensitive to what people are feeling ☐ Have a good sense of what people are thinking ☐ Are looked up to by others

Source: *Smart Options* “Signs of Smarts”, as reprinted in *Ontario Prospects*, 2009
Smart Options, National Life/Work Centre (www.lifework.ca) E-mail: info@lifework.ca
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Learning Preferences Inventories and Surveys

Learning Preferences Survey Corners

Post statements for each intelligence or learning style on chart paper at various locations in the classroom. Students gather at the “poster” that is most like them. Repeat. Note students preferred intelligences.

THE STATEMENTS IN EACH CHART ARE INTENDED TO INITIATE PERSONAL REFLECTION AND CLASS DISCUSSION ABOUT LEARNING PREFERENCES AND STRENGTHS.

Multiple Intelligences Statements		
Verbal-Linguistic Intelligence	Logical-Mathematical Intelligence	Interpersonal Intelligence
Like to read Enjoy writing Like crosswords and word games	Approach problems logically Enjoy math Like number and strategy games	Prefer working in groups rather than alone Can tell how people are feeling Talks to people in order to learn
Bodily-Kinesthetic Intelligence	Visual-Spatial Intelligence	Intrapersonal Intelligence
Prefer to learn by doing rather than watching or listening Use hands to explain things Like to move while thinking	Remembers by thinking in pictures Like to sketch or doodle Have a good sense of direction	Knows self quite well Like to learn or sort out ideas by thinking about them Thinks about and plans next steps
Musical-Rhythmic Intelligence	Naturalist Intelligence	
Remember melodies Like listening to or performing music Have a good sense of rhythm	Like being outdoors with plants, animals Know details about nature Easily recognize the sounds of nature	

Learning Styles Statements		
Visual Learners	Auditory Learners	Kinesthetic Learners
• Like making notes, charts or diagrams • Remember things by storing a mental picture • Like written instructions	• Prefer listening to instructions • Remember or try to understand using “self-talk” • Learn by talking and listening	• Like to learn actively by doing • Make gestures when speaking • Move around a lot when studying or trying to understand something

Learning Preferences Inventories and Surveys

Learning Styles Survey and Profile (page 1 of 2)

THE SURVEY STATEMENTS ARE INTENDED TO INITIATE PERSONAL REFLECTION AND CLASS DISCUSSION ABOUT LEARNING PREFERENCES AND STRENGTHS

Part One: Learning Styles Survey

Highlight the **one** choice for each statement that **best** describes you.

Statement	(A) Visual	(B) Auditory	(C) Kinesthetic
1. When learning something new, I prefer to...	Read the instructions	Listen to an explanation	Try it out and learn by "trial and error"
2. I remember things best if I...	Write them down	Repeat them again and again	Physically do something with them
3. Most of my free time is spent...	Watching television or reading	Talking to friends	Doing physical activities or making things
4. To teach someone else how to do something, I...	Write instructions	Explain in words	Demonstrate and let them try it out
5. When I learn a new skill, I like to...	Watch what the teacher is doing	Talk through with the teacher exactly what I am supposed to do	Give it a try and work it out as I go along by doing it
6. I remember things best by...	Writing notes or keeping printed details	Saying them aloud or repeating words and key points in my head	Doing and practising the activity, or imagining it being done
7. When I spell, I...	Try to see the word in my mind	Sound out the word	Write the word down to find if it feels right
8. I am most easily distracted by...	Untidiness or movement	Sounds or noises	Activity around me
9. When shopping, I like to...	Look and decide	Discuss with the staff in the store or with my friends	Try on, handle, or test the item(s)
10. When listening to a band, I...	Sing along to the lyrics (in my head or out loud!)	Listen to the lyrics and the beat	Move in time with the music
11. When concentrating, I...	Focus on the words or pictures in front of me	Discuss the problem and possible solutions in my head	Move around a lot, fiddle with pens and pencils and touch unrelated things
12. When worried about something, I...	Picture the worst-case scenarios	Talk about what worries me most, in my head or aloud	Can't sit still... I fiddle with things and move around constantly
13. I first notice how people...	Look and dress	Sound and speak	Stand and move
14. I find it easiest to remember...	Faces	Names	Things I have done
15. When making a presentation, I prefer to...	Present a written report	Present an oral report	Present a physical model
16. I prefer it when the teacher uses...	Charts, diagrams or overheads	Discussion, guest speakers	Models, hands-on activities

Learning Preferences Inventories and Surveys

Learning Styles Survey and Profile (page 2 of 2)

Part Two: Learning Style Profile

Create a bar graph that shows a picture of the ways you most like to learn:

1. Complete the Learning Style Survey on page 1.
2. Colour one box for each survey question you answered, either in the **Visual**, **Auditory**, or **Kinesthetic** column. Start at the bottom of each column, and work your way up for each statement.

How Do I Learn?

Statement #	Visual (Choice A)	Auditory (Choice B)	Kinesthetic (Choice C)

What Is Your Learning Style?

If you have more boxes coloured for **Visual**, then you most likely **learn by seeing**, and prefer:

- Pictures rather than words
- Being shown an example
- Using graphic organizers, such as charts, graphs and photographs
- Writing down what you need to learn
- Drawing or doodling while listening

If you have more boxes coloured for **Auditory**, then you most likely **learn by hearing**, and prefer:

- Oral instructions
- Listening to recorded books
- Giving oral reports
- Participating in discussions
- Talking through problems and solutions

If you have more boxes coloured for **Kinesthetic**, then you most likely **learn by doing**, and prefer:

- Hands-on activities
- Moving while learning
- Using manipulatives
- Creative drama; acting out stories and events
- Writing on the computer instead of by hand

Learning Preferences Inventories and Surveys

Triarchic Intelligences

THE SURVEY IS INTENDED TO INITIATE PERSONAL REFLECTION AND CLASS DISCUSSION ABOUT LEARNING PREFERENCES AND STRENGTHS

1. Place a check mark beside the statements that are true for you.
2. Which “intelligence” has the most check marks?
3. Think of times when you use this intelligence preference.

I like to ... or I frequently ... :

	Analytical	Creative	Practical
1.	☐ Think clearly and logically	☐ Invent games	☐ Learn through experience
2.	☐ Solve problems	☐ Think of solutions or answers that no one else does	☐ Practice or apply what I learn
3.	☐ Sort and classify	☐ Notice things others often do not	☐ Learn by working with others
4.	☐ Use graphic organizers or images to represent my thinking	☐ Create music or poetry	☐ Take things apart and re-build them

(Adapted from: http://wiki.bssd.org/images_up/5/5e/Sternberg_survey.pdf)

Differentiated Instruction Structures Cards

DI Structure—CHOICE BOARDS

CHOICE BOARDS

- Is a common differentiation structure used to provide students with a choice of tasks. Students select one or more tasks to complete.

CHOICE 1	CHOICE 4	CHOICE 7
CHOICE 2	WILD CARD	CHOICE 8
CHOICE 3	CHOICE 6	CHOICE 9

- May be used to help students learn (i.e., instruction and assessment), or as a way for students to demonstrate their learning (i.e., evaluation).

All choices address the same learning goal. Choices may be based on interest (e.g., a task related to sports, music, art), or learning preferences (e.g., learning styles or multiple intelligences).

Clear assessment criteria are developed and shared with students prior to beginning the activity so that each “choice” is assessed or evaluated in the same way.

DI Structure—CUBING

CUBING

- Involves the use of a six-sided figure (cube) that has a different task on each side. Students roll the cube and complete the task on the side that comes up.
- Is used for tasks that involve a variety of perspectives (e.g., on a novel) or different aspects of a topic (e.g., historical event)

Cubing can be differentiated according to any of student readiness, learning preference, or interest. Cube tasks focus on the same learning goal for all students.

So that cubing is truly differentiated, it is important to provide some opportunities for choice with each roll such as two or more options per side, or the choice of consulting the group or a partner prior to responding.

Different cubes can be given to different groups and the activities varied to support readiness or learning preference.

Cubes can also be created with a standard die and a set of index cards with the matching numbers and activities recorded on the cards.



DI Structure—LEARNING CENTRES

LEARNING CENTRES

- Are different instructional tasks* that take place in various places in the classroom or school. Centres can be designed for individuals, pairs or groups of students.

Tasks at each centre are varied according to student readiness, interest, or learning preference.

All tasks address the same learning goals.

*Learning centres are not differentiated if all students go to all centres and do the same work.



DI Structure —LEARNING CONTRACTS

LEARNING CONTRACTS

- Are a written agreement between teacher and student about a task to be completed.

The agreement includes:

- The learning goals
- Assessment criteria in student-friendly language
- The format of the work, and
- Organizational details such as timeline and check in points

- Focus on the same learning goals for all students.

Task completion includes a review of contract components by teacher and student.

DI Structure—RAFTs

RAFT

- Is an acronym for Role, Audience, Format, Topic. These headings are written across the top of a grid and a number of options are created. Students choose an option or the teacher selects it for them. Students read across the columns to learn the role they are going to assume, the audience they will address, the format in which they will do the work, and the topic they are going to explore.

eg., **Novel Study**

Role	Audience	Format	Topic
Book critic	Readers of a daily newspaper	Newspaper column	Conflict

RAFTs can be created to address student interests (especially in the topic and role columns), student learning preferences (in the format column) and varied stages of readiness by altering the difficulty or complexity of some of the rows or creating separate RAFT assignments for different groups of learners. RAFTs focus on the same learning goals for all students.



DI Structure—TIERING

TIERING

- Is creating more than one version of a task so that we can respond to varied levels of readiness.

Tiered assignments focus on the same learning goal for all students but vary in their complexity, structure, open-endedness or degree of independence required to complete the task.

To create a tiered assignment, choose or create a learning task that is what you would normally provide for your grade level, then create additional versions of that task to meet the readiness needs you identified through pre-assessment.

All tasks are respectful—engaging, interesting and challenging for all learners.

Instructional Strategies Cards

Instructional Strategy—Anticipation Guide

ANTICIPATION GUIDE

- Is usually structured as a series of statements with which students can choose to agree or disagree.
- Includes controversial statements related to the big ideas of a unit.

Anticipation guides are used twice within a lesson or unit:

1. Before learning a new concept—to activate prior knowledge and promote interest
2. After learning the new concept—to reinforce learning and to check for understanding

Anticipation guides help teachers determine the readiness of their students for learning a new concept.

*Category of Instructional Strategy—Questions, Cues and Advance Organizers. Strategies may relate to more than one instructional strategy category.

*Marzano, R., Pickering, D., and Pollock, Jane. (2001) *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*. Alexandria, VA: ASCD.



Instructional Strategy—Exit Cards

EXIT CARDS

- Are written student responses to questions posed at the end of a class or learning activity.

Students put their names on cards and respond to a question(s) given by the teacher. Students give their Exit Cards to the teacher before they leave the classroom.

Exit Cards help teachers determine the readiness of their students for learning a new concept and/or serve as a check for understanding.

*Category of Instructional Strategy—Setting Objectives and Providing Feedback. Strategies may relate to more than one instructional strategy category.

*Marzano, R., Pickering, D., and Pollock, Jane. (2001) *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*. Alexandria, VA: ASCD.

Instructional Strategy—Metaphors

METAPHORS

- Are a way of comparing one concept or topic to another.

Students are provided with a concept—through an image, text, sound—any of the senses. Students may select an initial concept of their choice (e.g., from posters or charts in various areas of the classroom). Students are asked how this concept is like another—usually one that is well known to them (e.g., How is (an image on a poster) like “an ecosystem”?). Students brainstorm the ways the concepts are similar and the ways they are different.

Since the brain is constantly searching for connections and patterns, metaphors are a powerful way to introduce or reinforce new learning.

*Category of Instructional Strategy—Identifying Similarities and Differences. Strategies may relate to more than one instructional strategy category.

* Marzano, R., Pickering, D., and Pollock, Jane. (2001) *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*. Alexandria, VA: ASCD.

Instructional Strategy—Venn Diagram

VENN DIAGRAM

- Is a graphic organizer consisting of two or more intersecting circles.
- Is used to compare attributes and characteristics of concepts and items (e.g., things, people, places, events, ideas) that have similarities and differences (e.g., a chair and a bridge).
- Can be constructed to appeal to the learning preferences of students—e.g., a diagram on paper, yarn or string on the floor, hoops in the gym.

Similarities are placed in the space where the two circles intersect; differences are placed in the circle to which they relate.

Venn diagrams are used to help students learn and to demonstrate their learning.

*Category of Instructional Strategy—Identifying Similarities and Differences. Strategies may relate to more than one instructional strategy category.

*Marzano, R., Pickering, D., and Pollock, Jane. (2001) *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*. Alexandria, VA: ASCD.



Instructional Strategy—Concept Map

CONCEPT MAP

- Is a graphic organizer that helps students make sense of related concepts and ideas.
- Differ from Mind Maps because they usually:
 - Start at the top
 - Use words on the lines between concepts
 - Use text instead of images

(Adapted from: Bennett, Barrie and Rolheiser, Carol (2001) *Beyond Monet: The Artful Science of Instructional Integration*. Toronto, ON: Bookation.)

Students, individually or in groups, brainstorm key ideas related to the concept. By using sticky notes, students can sort and classify the ideas based on how they relate to the concept and to each other. Students can then draw a concept map on paper by placing the overall concept at the top, drawing lines between related ideas and placing words on the lines to describe how the ideas connect.

Concept maps are used to help students learn and to demonstrate their learning.

*Category of Instructional Strategy—Summarizing and Notetaking. Strategies may relate to more than one instructional strategy category.

*Marzano, R., Pickering, D., and Pollock, Jane. (2001) *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*. Alexandria, VA: ASCD.



Instructional Strategy—Think-Pair-Share

THINK-PAIR-SHARE (Variations—Read-Pair-Share or Write-Pair-Share)

- Provides students with the opportunity to process their thoughts and to check their ideas with a partner. Students are then more likely to feel comfortable sharing their ideas with a larger group.

Ask students to:

- **Think**—for a moment (or *read* a piece of text, or *write* about an idea or concept)
- **In Pairs**—discuss their thinking, reading or writing with a partner and determine what to share with a larger group.
- **Share**—ideas or responses with a larger group.

Think-Pair-Share is a form of cooperative learning. Cooperative learning differs from other forms of group work by requiring that five elements be built into the task: positive interdependence, face-to-face interaction, individual accountability, a focus on collaborative skills and group processing.

Kagan, Spencer (1994). *Cooperative Learning*. San Clemente, CA: Kagan Publishing.

Johnson, D.W., Johnson, R.T., and Holubec, Ed. (1994). *Cooperative Learning in the Classroom*. MN: Interaction Book Co.

*Category of Instructional Strategy—Cooperative Learning. Strategies may relate to more than one instructional strategy category.

*Marzano, R., Pickering, D., and Pollock, Jane. (2001) *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*. Alexandria, VA: ASCD.

Instructional Strategy—Jigsaw

JIGSAW

- Consists of students in “home” groups of three to five to address a topic of study.

Each student from the home group meets with a member from each of the other home groups to form an “expert” group. Each expert group is assigned a particular aspect of the topic to explore, discuss and summarize. Students then return to their home group and teach what they have learned to their group members.

Individual accountability is created by requiring students to complete a summary, do a report or quiz. Group accountability is created by having the group share or present a summary for others.

Jigsaw is a form of cooperative learning. Cooperative learning differs from other forms of group work by requiring that five elements be built into the task: positive interdependence, face-to-face interaction, individual accountability, a focus on collaborative skills, and group processing. (Johnson & Johnson, 2001)

Kagan, Spencer (1994). *Cooperative Learning*. San Clemente, CA: Kagan Publishing.

Johnson, D.W., Johnson, R.T., and Holubec, Ed. (1994). *Cooperative Learning in the Classroom*. MN: Interaction Book Co.

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Instructional Strategy—Thinking Routines

THINKING ROUTINES

- Are simple patterns of thinking that can be used over and over again and folded easily into learning in any subject area. Some examples of Thinking Routines (adapted from: Ron Ritchhart, Patricia Palmer, Mark Church, and Shari Tishman, *Thinking Routines: Establishing Patterns of Thinking in the Classroom*, AERA Conference Paper, April 2006.) include:

KWL

1. What do you know?
2. What do you want to know?
3. What did you learn?

See-Think-Wonder

1. What do you see?
2. What do you think about that?
3. What does it make you wonder?

Claim-Support-Question

1. Make a claim about the topic.
2. Identify support for your claim.
3. Ask a question related to your claim.

Think-Puzzle-Explore

1. What do you think you know about the topic?
2. What question or puzzles do you have?
3. What does the topic make you want to explore?

Perceive-Know-Care About

1. What can the person/thing perceive?
2. What might the person/thing know about?
3. What might the person/thing care about?

*Category of Instructional Strategy—Questions, Cues and Advance Organizers. Strategies may relate to more than one instructional strategy category.

*Marzano, R., Pickering, D., and Pollock, Jane. (2001) *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*. Alexandria, VA: ASCD.



Instructional Strategy—Mind Map

MIND MAP

- Is a process used for note taking, brainstorming, making study notes, or making connections between ideas.
- Is a visual representation of thinking about a topic, problem or subject. A Mind Map uses images, colour, codes, words, space, and lines.

A Mind Map has:

- A central image of the Mind Map topic
- Themes (lines) that connect to the topic (central image)
- Key words or images that represent each of the themes (lines)
- All themes (lines) connect to other themes

(Adapted from: Bennett, Barrie and Rolheiser, Carol (2001) *Beyond Monet: The Artful Science of Instructional Integration*. Toronto, ON: Bookation.)

*Category of Instructional Strategy—Summarizing and Notetaking. Strategies may relate to more than one instructional strategy category.

*Marzano, R., Pickering, D., and Pollock, Jane. (2001) *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*. Alexandria, VA: ASCD.



The Differentiated Instruction Implementation Continuum

The first step in differentiating instruction is to examine current practice. The chart below describes effective teaching that ranges from whole class instruction to sustaining a differentiated instruction culture in the classroom. Consider where you are now and the steps you could take to increase your effectiveness and your responsiveness to learners' needs.

A Differentiated Instruction Implementation Continuum			
Same for All Students			
	Teachers	Students	Examples
Developing Instructional Routines and Skills	Design instruction, assessment, evaluation, and the learning environment for the class as a whole based on curriculum expectations and my own strengths and preferences.	Learn and demonstrate their learning in the same way all or most of the time.	Anticipation guide, exit card, graphic organizers, supplementary materials
Expanding Instructional Routines and Skills	Design instruction, assessment, evaluation, and the learning environment based on curriculum expectations and a general sense of the learning needs of the class.	Experience, over time, a variety of ways to learn and/or ways to demonstrate their learning.	Activities for all that address different learning styles or intelligences on different days Multiple entry points for all over time Varied supplementary materials
Different Options for Different Students			
Developing the Routines, Habits and Skills for Differentiated Instruction	- Design instruction, assessment, evaluation, and the learning environment based on curriculum expectations and a general sense of the learning needs of the class. - Try to design a variety of options for students.	Have a choice of ways to learn and/or ways to demonstrate their learning on an ongoing basis.	Differentiation structures that offer choice (e.g., Learning Centres, Choice Boards, RAFTs*) Choice of supplementary materials <i>* Role, Audience, Format, Topic</i>
Sustaining a Differentiated Instruction Culture in the Classroom	- Design instruction, assessment, evaluation, and the learning environment based on curriculum expectations and on the specific learning needs of the students in the class. - Try to ensure that the learning experiences provided are a “good fit” for each student.	Are routinely provided with, or choose when appropriate, ways to learn and/or ways to demonstrate their learning that are designed for their particular learning needs.	Differentiation structures such as RAFT* and tiered assignments designed in response to student needs Student choice of supplementary materials based on their strengths and needs <i>* Role, Audience, Format, Topic</i>

Much differentiation ————— **Little differentiation**



REACH EVERY STUDENT