

Do As I Do: Modeling Differentiation in Staff Development

Catherine Brighton, Ph.D.
Holly Hertberg Davis, Ph.D.
University of Virginia
brighton@virginia.edu

Need to contact us?

- Catherine Brighton
 - E-mail: brighton@virginia.edu
 - Phone: 434.924.1022
- Holly Hertberg Davis
 - E-mail: hollydavis@virginia.edu
 - Phone: 434.924.0942

Things we've discovered... or rediscovered...

- Be a supermodel
- Provide hands-on activities
- Flexible grouping
- Teachers need to **experience** differentiation in order to enact it in their own classrooms
- Staff developers need to be **explicit** about the differentiation experience— explain each step in the process

Steps in a Differentiated Lesson

- Identification of Common Learning Goals
- Pre-Assessment
- Differentiated Activity
- Whole-Group Discussion
- Post-Assessment
- Further Instruction

Differentiate Staff Development Experiences By...

Readiness

Interest/Choice

Learning Profile

This Morning's Strategies Jigsaw

- **Anchor Activities:**

a storehouse of activities that you create that students work on when they've completed other work. A great strategy for dealing with "ragged time." Can be completed independently, in pairs, or in groups

- **Choice Menus:**

a type of learning contract that provides a "menu" of activities— some that *all* students must do, and some that allow students choices. Great for providing students with a sense of control over their own learning.

- **Cubing/Think Dots:**

A novel strategy, great for review activities, provides kinesthetic opportunities for students to engage in familiar information. Wide applications across content areas, grade levels

- **RAFT:**

a method to encourage writing across the curriculum, promotes creative and critical thinking, seeing from multiple perspectives, least good fit with math

- **Six Thinking Hats:**

an approach that encourages students to think about the various ways they think about ideas— through judgment, optimism, metacognition, objectivity, creativity, or emotions. Teaches students about various ways of thinking and encourages them to switch between modes. Encourages students to be aware of and flexible with various modes of thinking.

- **Structured Academic Controversy**

A strategy, based on the principles of information gathering, synthesis, and debate, that encourages students to consider all sides of an issue before making a decision. GREAT for gifted students.

Goals for the lesson

KNOW:

- Strategies for differentiation (Six Hats, Cubing, etc.)
- Differentiation is NOT simply a set of strategies

UNDERSTAND:

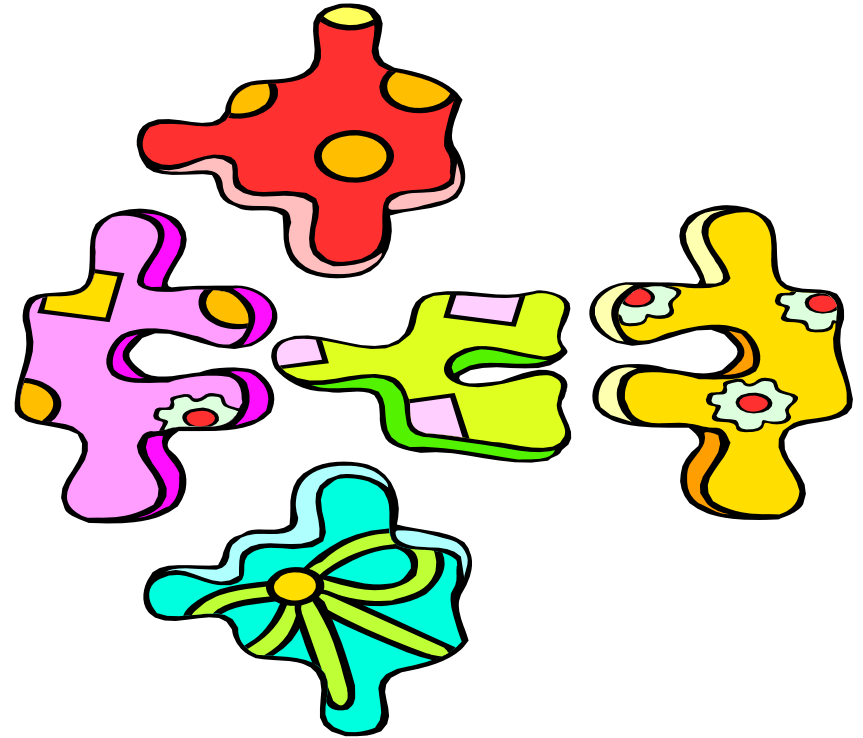
- Differentiation is a teacher's proactive response to individual student needs.

DO:

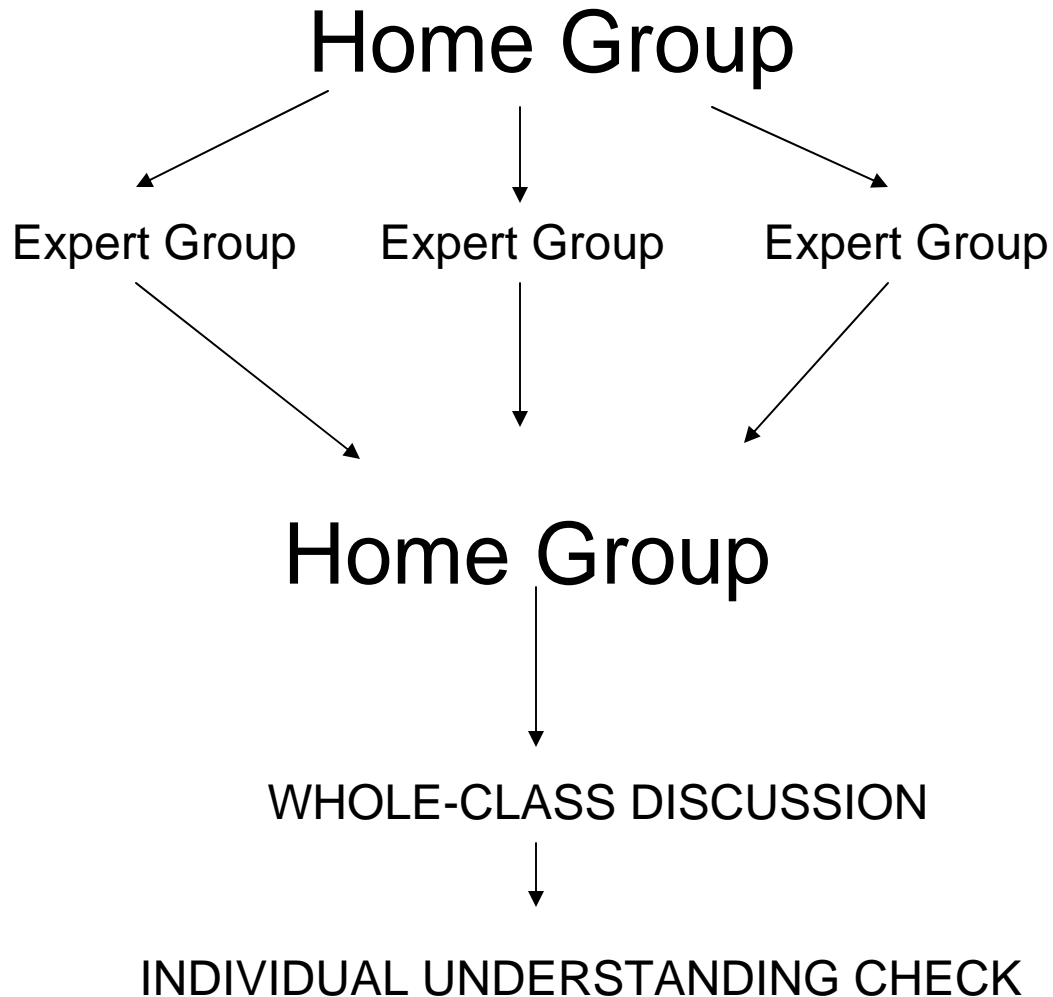
- Analyze teaching situations and consider a variety of appropriate teaching strategies for those situations

Jigsaw

- A cooperative learning strategy in which all students become experts on a small piece of a topic and then teach each other



Jigsaw Format



Strategies Jigsaw Procedures

- Read the materials about your strategy in the folder you were provided at your table
- Together with the people at your table, discuss what the strategy is, how it works, and what you think the pros & cons of the strategy are
- Create a sample activity using this strategy to take back and share with your home groups

BE SURE THAT EVERYONE IN YOUR GROUP HAS A COPY OF AN EXAMPLE AND CAN EXPLAIN THE STRATEGY. YOU WILL BE MOVING TO SEPARATE GROUPS.

Jigsaw Graphic Organizer

Strategy	What it is	Why you'd use it	What you like	Considerations
Anchor Activities				
Choice Menu				
6 Thinking Hats				
Structured Academic Controversy				
Jigsaw				

Exit Card

Name:

- Which strategy/strategies seemed most applicable to your classroom?
- What questions do you still have about these strategies?
- What do you think the purpose of an instructional strategy is?
- Define “differentiation.”

Goals for the lesson

KNOW:

- Strategies for differentiation (Choice Menu, 6 Thinking Hats, etc.)
- Differentiation is NOT simply a set of strategies

UNDERSTAND:

- Differentiation is a teacher's proactive response to individual student needs.

DO:

- Analyze teaching situations and consider a variety of appropriate teaching strategies for those situations

10 Common Misunderstandings about Differentiation

- **Differentiation is a set of strategies.**

DI is an entire teaching philosophy grounded in knowing students and responding to their needs.

- **Differentiation is group work.**

Differentiation employs thoughtful, purposeful flexible grouping. Sometimes students work alone, sometimes in pairs, sometimes as a whole class, and sometimes in small groups—depending upon demonstrated student need.

Common misunderstandings about DI...

- **“I already differentiate.”**

*While many of us may use a strategy associated with differentiation or may differentiate **reactively**, few have fully, **proactively** differentiated classrooms— these classrooms develop and grow over time in response to student need.*

- **Differentiated lessons have to be creative, “cute,” and fun.**

While engaging students is an important part of differentiation, it is more important that the lesson be grounded rich curriculum.

Common misunderstandings about DI...

- **Differentiation is just the next educational fad.**

Because differentiation is a philosophy of meeting a broad range of students' needs, only when students cease being different will the need for differentiation disappear.

- **Providing choice= differentiation.**

Different activities have to be held together by clear learning goals.

Common misunderstandings about DI...

- **Differentiation isn't fair.**

Fair does not always mean “the same.” In order for students to reach the same goals, they may need to take different paths to get there.

- **Differentiation means “dumbing down” the curriculum for less advanced learners.**

Differentiation means providing appropriate scaffolding to help all learners reach common learning goals.

Common misunderstandings about DI...

- **Differentiation only works when kids are well-behaved.**

Creating a responsive classroom can be a great way to improve student behavior, as students' needs are being met.

- **Preparing a differentiated lesson takes a huge amount of time.**

Creating any high-quality lesson takes time. As we get our heads wrapped around the process, we become more efficient and develop storehouses of differentiated lessons to adapt.