



Differentiated Instruction: Part I

Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin
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Presenter Notes



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Differentiated Instruction: Part I

Acknowledgments

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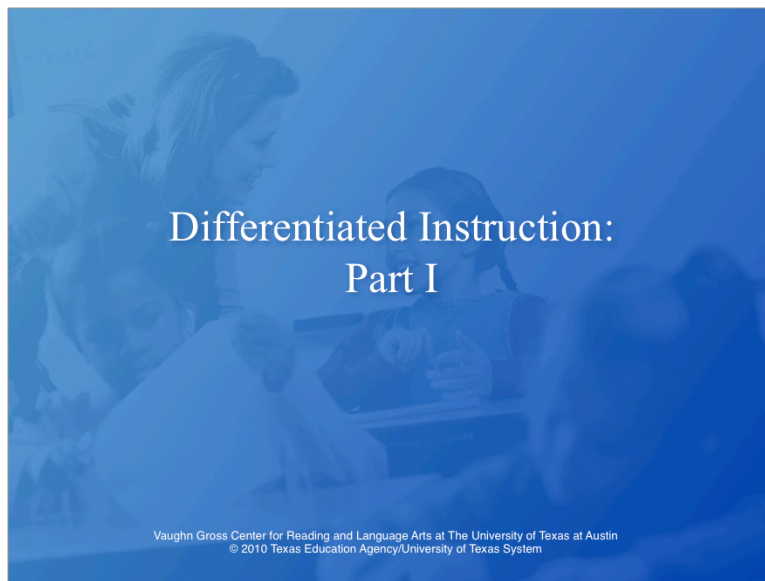
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Differentiated Instruction: Part I

Presenter's Preparation Outline

- Handouts
 - Handout 1: Time Analyses
 - Handout 2: Examples of Small-Group Instruction
 - Handout 3: Grouping: Lesson Plan
 - Handout 4: Grouping: Lesson Plan (First-Grade Example)
 - Handout 5: Materials for Differentiation
 - Handout 6: Observation Tools
 - Handout 7: References
- Five posters (Dimensions of reading instruction)
- English Language Arts and Reading (ELAR) Texas Essential Knowledge and Skills (TEKS) Vertical Alignment (K–5 or K–12)
- *Optional:* Spanish Language Arts and Reading (SLAR) TEKS Vertical Alignment (K–6)
- Equipment
 - LCD projector
 - Laptop or other computer with CD/DVD drive



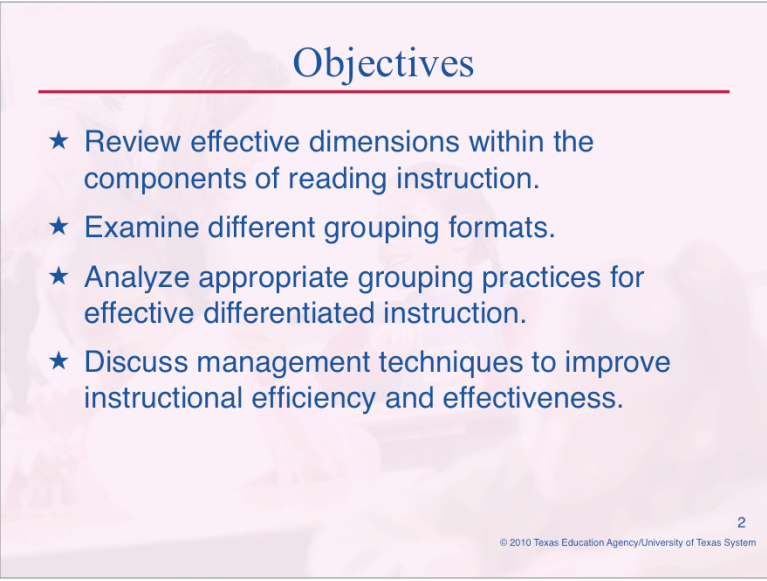
Good morning/afternoon! My name is _____.

I am a _____ at _____.

Welcome to the **Differentiated Instruction: Part I** session.

You have a packet of materials that includes the following:

- Participant Notes, a three-slides-per-page handout of the slides in this presentation
- Seven handouts (including references)

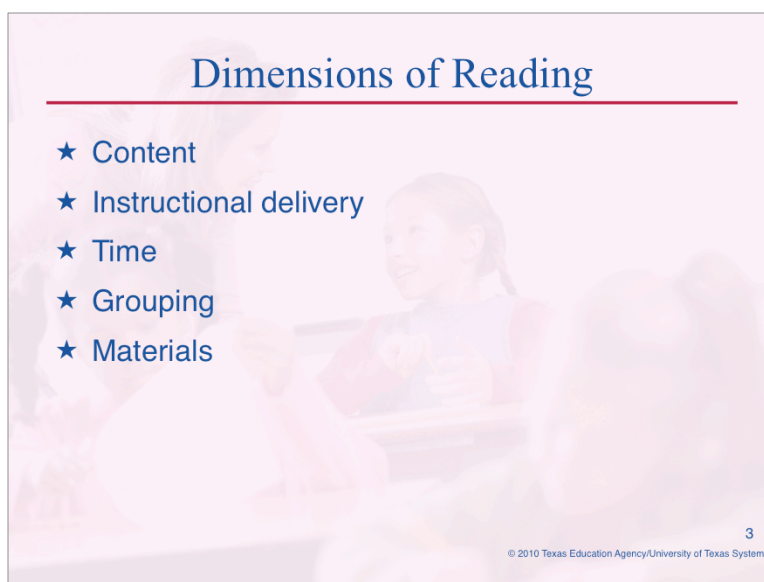


Objectives

- ★ Review effective dimensions within the components of reading instruction.
- ★ Examine different grouping formats.
- ★ Analyze appropriate grouping practices for effective differentiated instruction.
- ★ Discuss management techniques to improve instructional efficiency and effectiveness.

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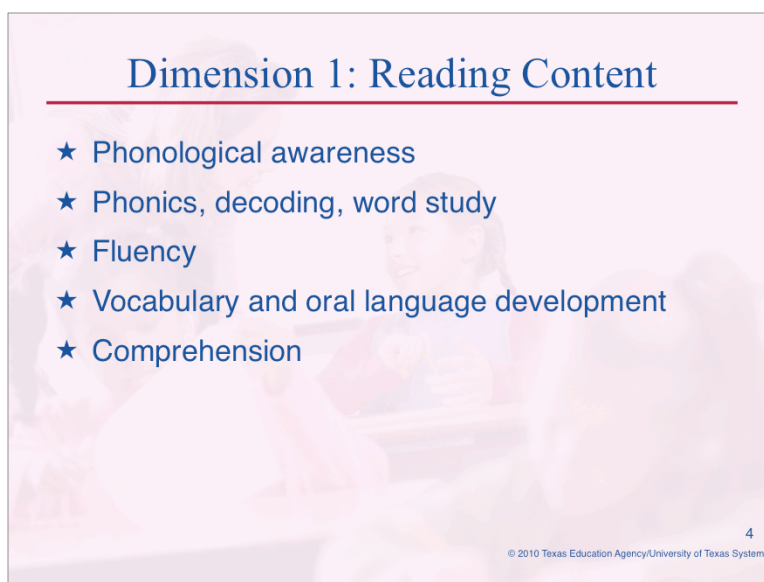
The objectives of this training are to discuss the different dimensions of instruction and how to differentiate within and across these dimensions to meet students' needs. We will also discuss the importance of using good management techniques to effectively differentiate instruction.



Reading instruction can be thought of as multidimensional. Let's begin by discussing five dimensions in which differentiation can occur to meet the needs of all learners:

- The content dimension includes the knowledge and skills that we teach. We will talk about the five components that compose the content of our reading instruction.
- We will identify the features of effective instruction that make up instructional delivery, including explicitness, systematic instruction, and how we provide feedback to students.
- How much time do we spend within elements of the other dimensions? For example, how much time do we spend on phonological awareness? How much time do we spend in small groups with each student? Just as content and delivery can be differentiated, so can time.
- Grouping can fall under instructional delivery, but because of its importance to effective instruction, we will consider it as a separate dimension. Much of this training revolves around using multiple grouping formats to differentiate instruction.
- Although materials use seems to be a basic part of instruction, teachers often struggle with deciding which materials to use for particular purposes. How can we differentiate our materials to meet the needs of all our students?

We will touch on each of these dimensions and how to differentiate within and across them.



Listed on the slide are the five essential components of reading instruction that make up our daily instructional content.

<Briefly define each component and provide examples as needed.>

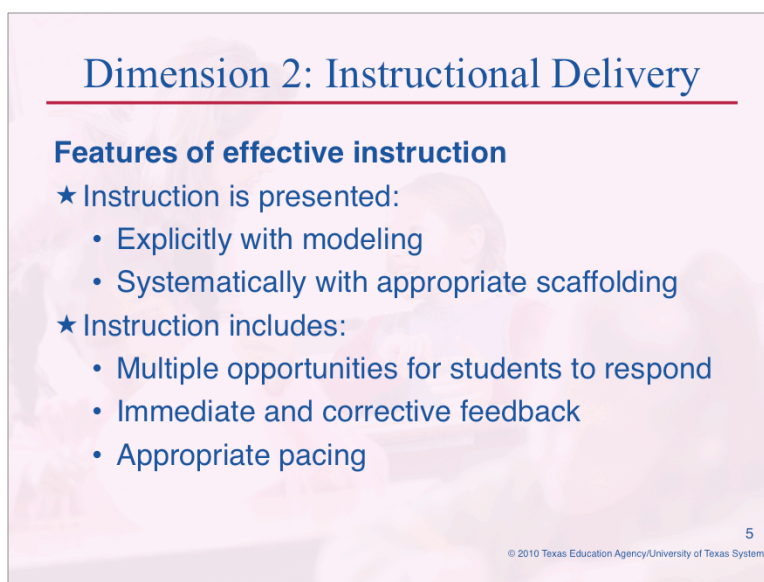
How might we differentiate the content of our phonological awareness instruction?

<Briefly discuss some answers. Then, present the following example.>

Some students may need to cycle back through basic phonological awareness skills, while other students move ahead to more complex skills. To illustrate:

- Students in small group 1 have struggled to grasp basic phonological awareness skills such as rhyming and isolating initial sounds. Although blending word parts is next in the core program, the teacher first has these students practice rhyming and isolating initial sounds.
- Students in small group 2 have quickly mastered rhyming, isolating sounds, and blending word parts. The teacher introduces the initial lesson on blending individual phonemes.

We can similarly differentiate content in the other components. For example, some students may be working on the basic comprehension skills of retelling and sequencing events in a story, while other students are summarizing important information from a text. Teachers can differentiate content and focus on the most important skills for specific students by using such teacher-led small groups.



Dimension 2: Instructional Delivery

Features of effective instruction

- ★ Instruction is presented:
 - Explicitly with modeling
 - Systematically with appropriate scaffolding
- ★ Instruction includes:
 - Multiple opportunities for students to respond
 - Immediate and corrective feedback
 - Appropriate pacing

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Listed are several features of effective instruction. When implemented effectively, these features enhance and support the delivery of content.

Think about an example of when you provided effective instruction or observed effective instruction being implemented. Then, think about how you—or that teacher or interventionist—incorporated these features to make that instruction effective.

Turn to your neighbor and discuss for 2 minutes. Then, we will share with the group.

<Allow participants 2 minutes to talk and then have them share with the group for 2 minutes.>

An effective teacher incorporates these features into each lesson to maximize instructional time and student success.

Dimension 3: Time

- ★ How much time will be spent on each component?
 - On a daily basis?
 - On a weekly basis?
- ★ How much time will be spent in:
 - Whole group
 - Partners
 - Small group
 - Centers
 - Independent work
 - On a daily basis?
 - On a weekly basis?

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Do we use our time **efficiently** and **effectively** to meet students' needs?

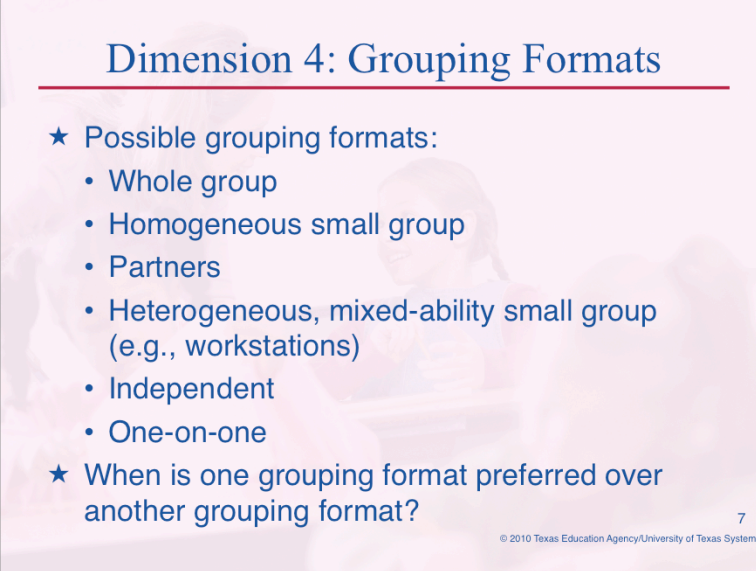
Do we allot the appropriate amount of time on appropriate activities in appropriate grouping formats? We do not need, for example, to spend 45 minutes on phonological awareness instruction in kindergarten. Most kindergarten students need 10–15 minutes of phonological awareness instruction every day. Additionally, the entire time should not be spent in whole group. The whole-group format is efficient, but it is not as effective as teacher-led small groups and workstations for delivering such instruction.

Think about how you break out your time within a day and across a week. Reflect on how much time you spend on each component. Ask yourself questions such as:

- Why do I spend more time on one component than another?
- Do I spend the necessary time in teacher-led small groups?
- How much time do I spend in whole group across a week?
- Do I plan for:
 - Student interaction?
 - Oral language activities?
 - Cooperative learning?
- Do students spend a realistic amount of time working independently?

Handout 1: Time Analyses is a tool to help you chart a week's worth of reading lessons to analyze how much time you spend across components and in different grouping formats and to decide whether you would like to change or improve any areas.

<Take 3 minutes to review Handout 1 with the participants.>



Dimension 4: Grouping Formats

- ★ Possible grouping formats:
 - Whole group
 - Homogeneous small group
 - Partners
 - Heterogeneous, mixed-ability small group (e.g., workstations)
 - Independent
 - One-on-one
- ★ When is one grouping format preferred over another grouping format?

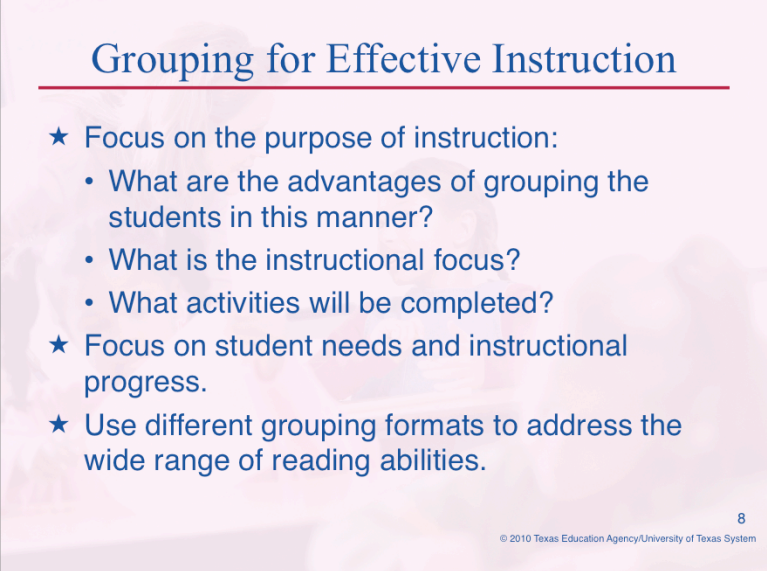
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Do we use multiple grouping formats in our daily instruction?

Here are different grouping formats that you can use during your reading instruction.

<Ask participants to find a partner at their tables and then answer each of the following questions. Allow adequate time for each question.>

- When do you use whole-group instruction rather than teacher-led small groups?
- What types of heterogeneous groups do you use?
- When do you have students work independently?



Grouping for Effective Instruction

- ★ Focus on the purpose of instruction:
 - What are the advantages of grouping the students in this manner?
 - What is the instructional focus?
 - What activities will be completed?
- ★ Focus on student needs and instructional progress.
- ★ Use different grouping formats to address the wide range of reading abilities.

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Let's talk in more depth about each of these grouping formats. Think about these key questions for each grouping format.

- What advantage do I gain by using this grouping format?
- What is the objective of my instruction?
- What kinds of activities would students perform in this grouping format?

Remember that we should use flexible grouping formats based on student need. Group membership, whether pairs, heterogeneous small groups, or homogeneous small groups, should be fluid and adapted according to need.

Whole Group		
Advantages	Instructional Focus or Activities	Group Formation
<ul style="list-style-type: none"> ★ Engages teachers and students in shared learning experiences ★ Allows inclusion of every student 	<ul style="list-style-type: none"> ★ Introduction of new concepts ★ Modeling ★ Read-alouds, think-alouds ★ Shared reading ★ Shared writing ★ Author's chair ★ Speaking/performances ★ Class discussions ★ Differentiated content based on students' needs 	<ul style="list-style-type: none"> ★ Students placed in classes according to district policy ★ Based on assessment data

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The first grouping format we will look at is whole group.

Teaching to the whole class is the most **efficient** method of teaching. Whole group is effective for:

- Introducing new concepts and skills
- Modeling strategies and skills
- Conducting read-alouds (when you read to students to develop their vocabulary, comprehension, or motivation to read)
- Conducting think-alouds (when you make your thinking transparent—for example, when you tell students the steps you take to decode a multisyllabic word or when you tell students the questions you ask yourself while reading)
- Conducting class discussions

Although whole-group instruction is effective for many instructional activities, it does not provide the level of scaffolding and targeted instruction that many students need.

Homogeneous Small Group		
Advantages	Instructional Focus or Activities	Group Formation
<ul style="list-style-type: none"> ★ Meets individual student needs ★ Allows for further scaffolding if needed ★ Provides practice opportunities with immediate feedback ★ Allows teachers to vary group membership 	<ul style="list-style-type: none"> ★ Targeted to specific students' needs ★ Reteaching ★ Extended modeling or scaffolding ★ Extension of concepts and skills being taught in whole group 	<ul style="list-style-type: none"> ★ Three to eight students with similar knowledge and skills ★ Based on assessment data

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The second grouping format we will examine is homogeneous small group. Please refer to **Handout 2: Examples of Small-Group Instruction**.

We know that small-group instruction is important, but what does small-group instruction actually involve?

Teachers can best differentiate in teacher-led small groups by organizing instruction around each student's specific needs and skills.

Handout 2 has three examples of small-group instruction for different grade levels:

- Example 1: Third-Grade Phonics/Decoding
- Example 2: First-Grade Word Reading Fluency
- Example 3: Kindergarten Phonological Awareness Groups

I am now going to model a think-aloud using the first-grade example on Handout 2. Take a moment to locate this example in your handouts.

<Go through the example with participants. Call attention to the amount of time spent for each activity.>

At your tables, select **one** of the remaining two examples and share your thoughts on how these teachers developed and planned their small-group instruction schedules. What questions do these examples bring to mind? Take 3 minutes to discuss this schedule at your tables.

<Allow participants to share for 3 minutes.>

Possible question: What are the other students doing while their classmates are working in the teacher-led small groups?>

Partners		
Advantages	Instructional Focus or Activities	Group Formation
<ul style="list-style-type: none">★ Meets individual needs★ Motivates students★ Addresses social needs★ Provides practice opportunities with continued feedback and support	<ul style="list-style-type: none">★ Partner reading to reread texts★ Peer tutoring★ Activities to practice skills and to learn concepts★ Differentiated content based on students' needs	<ul style="list-style-type: none">★ Based on assessment data★ Based on teacher observation

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Partnering students during whole group (for example, in Think-Turn-Talk) is a great way to promote discussions and engagement. Partnering is also useful for:

- Partner reading to develop fluency
- Peer tutoring
- Workstation activities

Working with a partner provides students with:

- Support through modeling, scaffolding, and feedback from fellow students
- Opportunities for oral language development
- Multiple opportunities to respond
- Guided practice to master a skill or concept

Heterogeneous Small Group		
Advantages	Instructional Focus/ Activities	Group Formation
<ul style="list-style-type: none"> ★ Allows for choice ★ Motivates students ★ Addresses social needs ★ Provides practice opportunities with continued feedback and support 	<ul style="list-style-type: none"> ★ Activities that allow students to practice and extend what they are learning ★ Differentiated content based on students' needs 	<ul style="list-style-type: none"> ★ Based on students' abilities or interests ★ Can be cooperative groups or student-led groups ★ Based on assessment data

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As with partnering students, having students work in heterogeneous small groups (e.g., workstations) is a great way to engage students in activities taught during whole group. However, it is also useful for other activities such as:

- Practicing word sorts and spelling
- Playing games with letters, words, and sounds
- Using vocabulary and oral language to discuss texts
- Using comprehension strategies such as brainstorming ideas, writing main ideas, and creating questions based on texts

These activities could occur during teacher-led small groups or while the teacher walks around the room to facilitate.

As with partner work, heterogeneous small-group work provides students with:

- Cooperative learning opportunities
- Support through modeling, scaffolding, and feedback from a fellow student
- Opportunities for oral language development and vocabulary use
- Multiple opportunities to respond

Independent		
Advantages	Instructional Focus or Activities	Group Formation
<ul style="list-style-type: none"> ★ Allows students an opportunity to practice what they know with limited support or feedback ★ Provides teachers with an informal assessment of student knowledge and skills 	<ul style="list-style-type: none"> ★ Activities that allow students to practice and extend what they are learning ★ Activities to reinforce previously learned concepts 	<ul style="list-style-type: none"> ★ Based on students' abilities ★ Based on teacher observation ★ Based on assessment data

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Before independent practice, the final stage in the instructional process, students should be provided with:

- Direct and explicit instruction—for example, introducing a skill or concept
- Modeling of a skill or concept
- Guided practice with a skill or concept in whole group, teacher-led small group, partners, or heterogeneous small group

Independent practice can be considered an informal assessment of a student's mastery of a skill or concept.

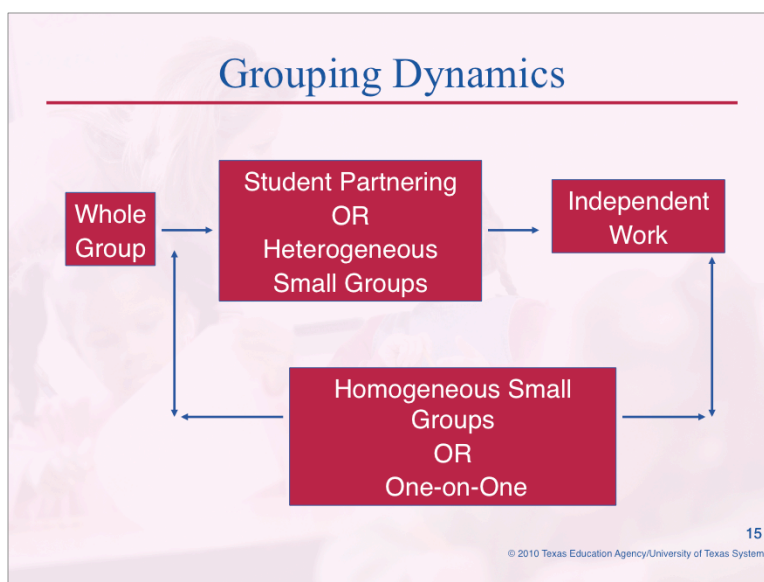
Does the student demonstrate mastery of the skill or concept independently? If the answer to this question is “yes,” then less time is needed to review and practice the skill or concept. If the answer to this question is “no,” then the student needs more instruction in small group or more review and practice through partner or heterogeneous small-group work.

One-on-One		
Advantages	Instructional Focus or Activities	Group Formation
<ul style="list-style-type: none">★ Meets individual needs★ Allows for more intensive instruction★ Provides effective instruction for students at risk for dyslexia or other reading difficulties	<ul style="list-style-type: none">★ Targets students' needs	<ul style="list-style-type: none">★ Based on assessment data

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One-on-one instruction allows us to intensify and target instruction to meet students' needs. If a student's needs are vastly different from those of the other students in the class, it is crucial to set aside time every day to target and individualize instruction for that student.

Often, there are two or three students with similar needs in a classroom. Teachers can just as effectively, and more efficiently, differentiate these students' instruction in a small group, versus separate one-on-one instruction (Vaughn et al., 2003).



We often begin by teaching directly and explicitly in whole group and then move to other grouping formats to practice, reinforce, reteach, review, and demonstrate mastery of the skills and concepts. Teacher-led small groups or one-on-one instruction can occur while students are working with partners, in heterogeneous small groups, or independently.

*<Ask participants to locate **Handout 3: Grouping: Lesson Plan** and **Handout 4: Grouping: Lesson Plan, First-Grade Example**.>*

Handout 3 has two tables. The table on the left is for planning teacher-led small groups. There is space for five groups, but you may need more or fewer, depending on your students' needs. The table on the right lists some grouping formats in which other students can work while you lead small groups. For each grouping format, select the components or content the students will review or practice.

Handout 4 provides you with a first-grade example of how this lesson-plan form could be filled out.

<Tell participants to look over Handouts 3 and 4 and to discuss for 3 minutes how this lesson-plan form might be used. Share with the whole group for 2 minutes after.>

Pulling students back together into whole group after small-group work provides an effective means to review what they have just learned and to create connections to what the students will learn next.



Effective Grouping

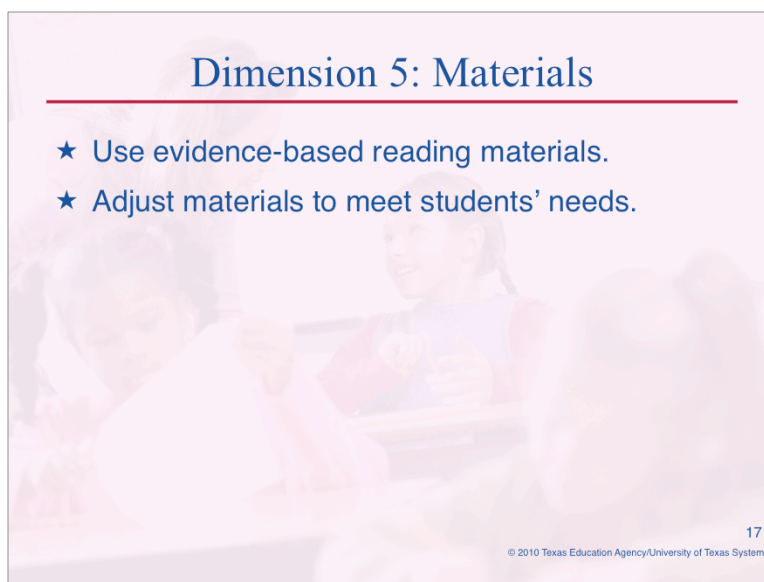
- ★ Careful and strategic planning:
 - Focusing on instructional objectives
 - Using assessment data
- ★ Skillful management:
 - Classroom management
 - Behavior management
- ★ Adequate time
- ★ Appropriate materials and activities

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Using a variety of grouping formats to meet students' needs is a complex process, requiring expertise on the part of the teacher. Such expertise includes:

- The ability to plan ahead, using objectives developed from student assessments
- Well defined and clearly communicated expectations for behavior and classroom management
- A sense of urgency and mutual understanding that students have no time to waste
- An in-depth knowledge and effective use of materials, resources, and activities



When planning for differentiated activities, one consideration is to ensure that the materials and resources are at an appropriate difficulty level. We should use evidence-based reading resources, such as our comprehensive reading program, the Online Teacher Reading Academies, activities from the Florida Center for Reading Research, or the Intervention Activities Guide from the Texas Primary Reading Inventory or Tejas LEE. Each of these resources offers activities that cover a wide variety of skills and that can be modified and adapted to fit the needs of our students.


What other resources can supplement these materials?

<Allow 1 minute for discussion.>

We may need to adjust the materials to meet the needs of our students. For example, we may need to include both letter cards and word cards so that our students will have appropriate skills to practice. Or we can differentiate the materials in a fluency station by giving each student his or her own independent-level or instructional-level passage to read.

What are some ways you have differentiated your materials to meet the needs of all your students?

*<Have participants discuss for 1–2 minutes and then share with the whole group. Ideas are provided in **Handout 5: Materials for Differentiation**. Provide 1 minute for participants to review Handout 5.>*



Behavior Management

- ★ Create clearly defined rules and expectations; adapt as appropriate.
- ★ Post rules and expectations in an unobstructed location at students' eye level.
- ★ Consistently enforce rules.
- ★ Use rewards in a behavioral-management system.

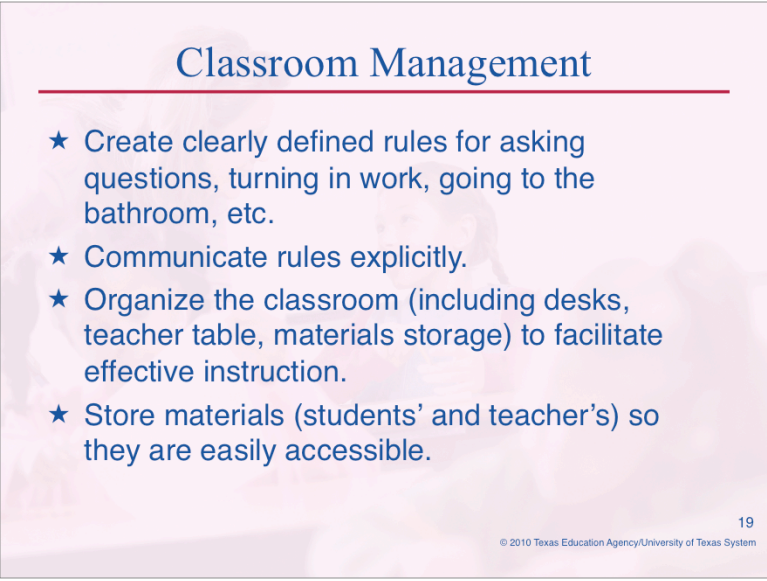
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Although this session does not focus on classroom and behavior management, here are some key points to remember when creating management systems to help you differentiate instruction.

<Review the information with the participants.>

Creating, communicating, and reinforcing clear expectations early and consistently produces an efficient classroom environment for learning. Both the teacher and the students can focus on instruction.

A presentation slide titled "Classroom Management" with a red horizontal line underneath. The slide contains four bullet points, each preceded by a blue star icon. The background of the slide is a faded image of students in a classroom. In the bottom right corner, there is a small number "19" and a copyright notice: "© 2010 Texas Education Agency/University of Texas System".

Classroom Management

- ★ Create clearly defined rules for asking questions, turning in work, going to the bathroom, etc.
- ★ Communicate rules explicitly.
- ★ Organize the classroom (including desks, teacher table, materials storage) to facilitate effective instruction.
- ★ Store materials (students' and teacher's) so they are easily accessible.

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A planned classroom arrangement is one of the most basic elements of effective instruction.

Think about how desks need to be arranged to transition to workstations or to rug time. Think about where materials, cabinets, and shelves should be in relation to your small-group table and your main work area during whole group.

Remember that charts, word walls, and rules posters need to be at the students' level and where they can always be seen.

Additional Ways to Manage Instruction

- ★ Time management:
 - Use a timer.
 - Pay attention to transitions.
 - Maximize instructional time (e.g., while students are waiting in line).
- ★ Grouping management
- ★ Student role definition
- ★ Materials management (know the materials and resources that can be used)

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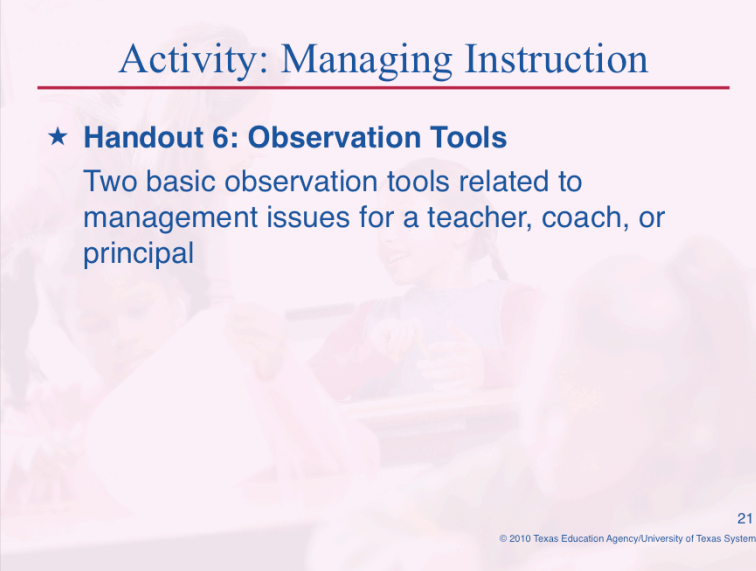
Have you tried using a timer to measure classroom activities? For example, you could time:

- How long it takes your students to line up, transition between workstations, put their materials away, or go to the water fountain or restroom
- The duration of your whole-group instruction
- The total time students participate in a read-aloud

The point is not to become mechanical, but to increase your awareness of exactly how your time is spent. You may want to make adjustments when you see how much time you spend on some of these activities. You may also find precious minutes you can use for activities or lessons that you thought you would never be able to fit into your day.

Training students in how to work in groups will ensure that students understand their roles and how to support one another and give feedback. Be sure to model all tasks.

Part of managing materials is knowing them well, knowing where they are, and making them easily accessible.



Activity: Managing Instruction

★ **Handout 6: Observation Tools**

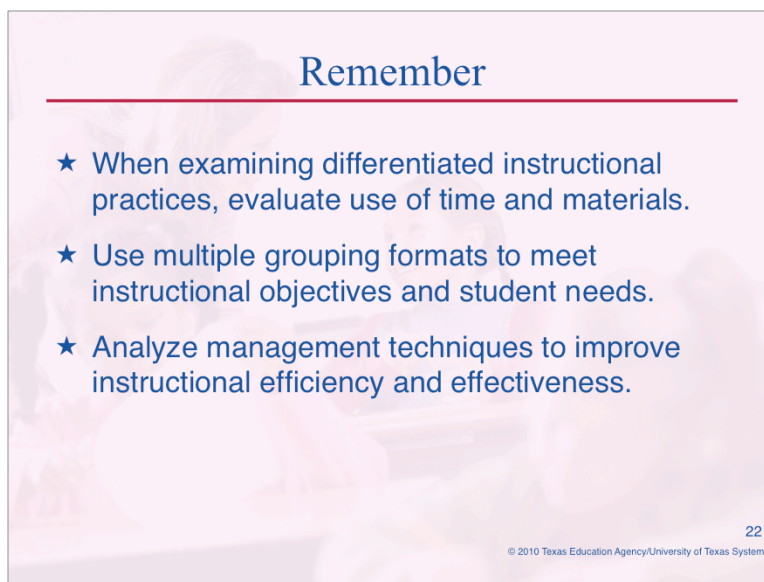
Two basic observation tools related to management issues for a teacher, coach, or principal

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<Refer participants to **Handout 6: Observation Tools**.>

Handout 6 contains blank copies of two observation tools that you can use to practice with other teachers, reflect on observations, and provide valuable feedback. It is important to continually reflect on our practices and make adjustments to become more effective.



Remember

- ★ When examining differentiated instructional practices, evaluate use of time and materials.
- ★ Use multiple grouping formats to meet instructional objectives and student needs.
- ★ Analyze management techniques to improve instructional efficiency and effectiveness.

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In summary, remember the following:

- Use your time and materials to meet students' needs **effectively** and **efficiently**. Take the time to reflect on your practices and to make adjustments based on multiple sources of data (teacher observations, benchmarks, progress monitoring).
- Use multiple grouping formats to differentiate instruction based on students' academic and motivational needs.
- Analyze your management practices to ensure that they support your efforts to differentiate instruction.

Thank you so much for all that you do to differentiate instruction for your students each day!