

# Chapter 8

## Differentiating Instruction for Diverse Learners

**Resources from Spencer J. Salend**

*Creative Inclusive Classrooms: Effective and Reflective Practices for All Students, 5e*

**Gloria Campbell-Whatley, UNC Charlotte**

**Carol Ann Tomlinson, University of Virginia**

## Differentiating Instruction Factors

*Content* (What is taught)

*Process* (How content is taught)

*Product* (How students demonstrate content mastery)



*Affect* (How students connect their thinking and feelings)

*Learning Environment* (How the classroom is designed and students are grouped)

(Tomlinson & Eidson, 2003)

Figure 1.1

# Differentiation of Instruction

is a teacher's response to learners' needs  
guided by general principles of differentiation,  
such as

respectful  
tasks

flexible grouping  
etc.

ongoing assessment  
and adjustment

Teachers can differentiate

Content

Process

Product

according to students'

Readiness

Interest

Learning Profile

through a range of instructional and management strategies such as

multiple intelligences  
jigsaw  
taped material  
anchor activities  
varying organizers  
varied texts  
varied supplementary materials  
literature circles  
Etc.

tiered lessons  
tiered centers  
tiered products  
learning contracts  
small-group instruction  
group investigation  
orbitals  
independent study  
Etc.

4-MAT  
varied questioning strategies  
interest centers  
interest groups  
varied homework  
compacting  
varied journal prompts  
complex instruction  
Etc.

# *Characteristics of a Differentiated Classroom*

- Students highly engaged
- Students have choices
- Flexible groupings
- Work alike/Work different
- Respectful work
- Everyone's task looks equally appealing
- Sharing common skills
- Teachers are hunters and gatherers of information about kids' skills and abilities

**Everyone does meaningful work!**



## Curricular Accommodations

- ✓ Give students choices about what, where, and how they learn
- ✓ Collaborate with students to create learning contracts
- ✓ Alter the pace of instruction
- ✓ Focus on fewer objectives
- ✓ Enhance the multicultural aspects of the content
- ✓ Design alternative projects to assess mastery
- ✓ Modify requirements and assessments
- ✓ Use multilevel teaching
- ✓ Employ curriculum overlapping
- ✓ Use tiered assignments



# **EDUC 4290 Modifying Instruction for Diverse Learners**

Dr. Gloria Campbell-Whatley

## **Cultural Relevance in Curriculum Selection**

# Cultural Diversity Infusion

Diverse American cultures can be infused into your curriculum at different levels depending on the diversity of your students and/or your own readiness.

There are three levels:

Exclusive level: somewhat superficial but important

Inclusive level: deeper focus on diversity

Transformative: critical focus on diversity

Most classrooms begin at the exclusive level.



# MODEL FOR MULTICULTURAL CHANGE

**Principles of Learning**

**Principles of Multicultural**

**Instructor's Multicultural Goals**

**Nature of the Lesson**

<i>Levels of Change</i>	<i>Elements</i>	<i>Lesson</i>
Exclusive	Content	Purpose, goals, objectives, schedule, readings, materials
Inclusive	Instruction	Assignment, schedule, lesson description
Transformed	Assessment	Assignments, Policies
	Dynamics	Educational Beliefs, Lesson Description, Support Services



# The Exclusive Level

The Exclusive level teaches minor aspects of diversity at the lowest level.

- Diversity is restricted to one part of the lesson.
- Gender and diverse groups are discussed in relation to stereotypes.
- Activities are limited to the four “f”s- food, folklore, fun and fashion.”
- Content encompasses traditional mainstream experiences and stereotypes.



# The Exclusive Level

- Reading materials focus on authors who perpetuate and confirm myths.
- Instructional strategies are mainly basic question and answer, and other basic didactic methods.
- Instruction is teacher-centered.
- Exams are objective & assignments focus on content only.

# The Inclusive Level

The Inclusive level adds diversity content but retains the traditional, original structure.

- Diversity is discussed throughout the lesson and compared to the dominant norm.
- Reading materials include authors with varying & diverse viewpoints.



# The Inclusive Level

- A wide array of assessment methods and various speakers add flavor to the content.
- Instruction remains teacher-centered.
- A variety of methods are used to relate new knowledge.
- Students are encouraged to construct their own knowledge and use critical thinking skills in conjunction with peer learning.



# The Transformed Course

The Transformed lesson and curriculum challenges traditional views and encourages reconceptualization and new ways of thinking.

- Instructors engage in critical pedagogy .
- Instruction is student-centered and students self-evaluate through projects & related assignments that contribute to real-life change.



# The Transformed Course

- Students learn from each other and concepts and personal experiences are analyzed.
- Transformed courses represent a paradigm shift that present content from a diverse perspective.
- Self-assessment and reflection techniques are employed that encourage sharing, diverse perspectives and equity in participation and critical problem solving.
- Instruction centers on content related vignettes that require application and examination of values.



# Culturally Relevant Curriculum

- The following slides highlight examples of math word problems designed to be culturally relevant to urban populations.
- Dr. Campbell-Whatley lists these as general examples of the subtle changes we can make to curriculum that makes it so much more meaningful to our student.
- Examples would be different for Latino populations, Caribbean immigrant populations, Asian populations, rural populations, etc.
- We have to KNOW our students



## **Differentiation in the social studies curriculum (as an example)**

Inquiry-based lesson: You begin with one guided question that connects to your guiding curriculum standard.

**Standard:** U.S. foreign policy--trends of Isolationism and Expansionism (empire-building)

### **Big Idea Question:**

What is America's role as a member of a global community of nation-states? How does our history of isolationism and expansionism affect our modern views of foreign policy?



## **Differentiation in the social studies curriculum (as an example)**

### **Big Idea Question:**

What is America's role as a member of a global community of nation-states? How does our history of isolationism and expansionism affect our modern views of foreign policy?

**Guiding Question:** What should the U.S. do about the current situation in Iraq? What is the best course of action?

Differentiate by Interest (Choice) and Readiness.

Students assigned newspapers based on learning profile, and readiness for the topic. Students self-select the articles based on their interests in order to answer the guiding question.

# Product Differentiation

## *The classic book report project.*

How can we differentiate content or process for this assignment?

Choice: Fiction vs. nonfiction, fact books, scary stories, gross-out books...

Process: Independent reading, Literature Circles, etc.

**How can we differentiate the product for this assignment?**

How do we typically assess completion of this project?

1) 5-paragraph essay format

# Product Differentiation

## *The classic book report project.*

**How can we differentiate the product for this assignment?**

- 1) 5-paragraph essay format
- 2) 5-minute presentation on the book
  - Theatrical if appropriate--a performance of a favorite scene that represents a critical part of the story
- 3) Artistic representation-abstract or concrete
  - graphic novel or comic strip approach with captions
- 4) Book review (instead of report) in which student critiques the work similar to a newspaper review and provides suggestions for future and related readings.



---

## **Begin Slowly - Just Begin!**

---

### **Lo-Prep Differentiation**

Choices of books  
Homework options  
Use of reading buddies  
Varied journal prompts  
Orbitals  
Varied pacing w/anchor options  
Student-teacher goal setting  
Work alone/together  
Whole to part and part to whole explanations  
Flexible seating  
Varied computer programs  
Design-A-Day  
Varied supplementary materials  
Options for varied modes of expression  
Varying scaffolding on same organizer  
Let's Make a Deal projects  
Computer mentors  
Think-Pair-Share by readiness, interest, learning profile  
Use of collaboration, independence, and cooperation  
Open-ended activities  
Mini workshops to re-teach or extend skills  
Jigsaw  
Negotiated Criteria  
Explorations by interest  
Games to practice mastery of information and skill  
Multiple levels of questions

### **Hi-Prep Differentiation**

Tiered activities/labs  
Tiered products  
Independent studies  
Multiple texts  
Alternative assessments  
Learning contracts  
4-MAT  
Multiple Intelligence options  
Compacting  
Spelling by readiness  
Entry Points  
Varying organizers  
Lectures coupled with graphic organizers  
Community mentorships  
Interest groups  
Tiered centers  
Interest centers  
Personal agendas  
Literature Circles  
Stations  
Complex Instruction  
Group Investigation  
Tape recorded materials  
Teams, Games and Tournaments  
Choice Boards  
Think-Tac-Toe  
Simulations  
Problem-Based Learning  
Graduated rubrics