

The What and Why of Differentiation

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What is Differentiated Instruction?

- Maximize learning for all students
- Use of ongoing use of assessment data to plan instruction
- Use of a variety of flexible grouping formats, including targeted small groups
- Matching materials to student ability
- Tailoring instruction to address student needs

Differentiated Instruction Is NOT:

- Using only whole class instruction
- Using small groups that never change
- Using the same instruction, materials, and practice with all students

How Do We Differentiate Reading Instruction?

- Organizational Considerations
- Content Considerations
(Part 2 of the Webinar)
- Delivery of Instruction Considerations
(Part 3 of the Webinar)

Fidelity of the Core Program and Differentiation

Addressing grade level standards
Planning instruction according to student needs to assist them in meeting the standards
Selecting the materials and activities provided that meet student needs
Providing and then fading supports for meeting standards according to student need

The Concept of Fair

Fair doesn't mean everyone gets the same thing

Fair means that everyone gets what they need to be able to learn

Teach students what fair actually means

Organizational Considerations

Organizational Considerations

- Grouping
 - Seeking and Planning for Similar Needs
- Time
 - Length
 - Frequency

Grouping

- Whole Class
- Small Group Heterogenous
- Small Group Homogenous
- Partners
- Individual
- Independent

Time

- Consider length of time with groups
- Consider frequency with targeted small groups

Use of Ongoing Assessment

Know Your Assessment

- What is the assessment designed to measure?
- What types of decisions can be made with the assessment?
- What is our confidence in the assessment and the decisions we are making?
- How does this assessment relate to instruction?

Know The Meaning of the Assessment Scores

- What types of scores are available?
- How is the score calculated?
- What on the assessment causes change in a score?

Instructional Decisions

Current Instruction

- What instruction is currently happening?
- What areas of instruction could be adapted?

"There is no point in testing if you don't look at the data, don't understand it, and don't change."

Chuck Watson, Principal, Vista Elementary

Fielding, Kerr, & Rosier, 2007

Assessment Informing Instruction

Core Classroom Decisions

- Need data for all students in the class
- Key Areas:
 - Is most of the class at or above grade level?
 - What areas are low for many students in the class?
 - What areas are high for many students in the class?
 - Who is falling behind?

Mr. Valenzuela Fall Data

Student	Phoneme Segmentation Fluency	Nonsense Word Fluency	Oral Reading Fluency
JAMES	18	5	
ESPERENCE	7		
WITTONA	17	1	
WYOTHER	17	8	
PHILIP	23	8	
LILLIAN	10	10	
JERATHAN	20	6	
EMMA	17	10	
JESSICA	24	18	
SHYDESHA	28	20	
ISIDE	25	12	
MICHA	20	14	
LORECA	1	1	
THE		10	
RYAN	23	11	
REJANWORO	17	11	
DEVIN	4		

Instructional Decisions

- Phonemic Awareness
 - Focus on phonemes in blending and segmenting
 - Integrate with print and decoding
- Word Recognition
 - Explicit instruction in decoding
 - Fluency of word reading
 - Application to connected text
 - Small group work to target students who have mastered only 1-2 sounds

Mr. Valenzuela: Winter

Student	Phoneme Segmentation Fluency	Nonsense Word Fluency	Oral Reading Fluency
JAMES	35	25	35
ESSENCE	35	17	24
ANTONIA	42	10	7
ESTHER	35	18	3
PHILIP	3	13	8
LAURAN	35	35	35
JONATHAN	35	28	28
MARIA	35	35	35
JESSICA	35	35	3
SHYRESHA	35	35	7
SADIE	35	35	7
KAYLA	35	21	17
CARCA	35	35	12
TRE	35	35	13
RYAN	35	35	25
ALEJANDRO	35	35	25
DEVIN	35	35	35

Classroom Observations

- Majority of instructional time on phonemic awareness and word recognition; limited application to connected text
- Comprehension instruction consists mainly of asking students questions and completing worksheets
- An individual student in the class gets 1-2 opportunities to read connected text per day
- Explicit vocabulary instruction including games/incentives throughout the day for using and applying new words
- Small group instruction incorporated for students needing instruction in skills the rest of class has mastered

Instructional Decisions

- Phonemic Awareness
 - Set-up review schedule and incorporate in word recognition instruction
- Word Recognition
 - More review and practice in irregular words
 - Increase practice in connected text
 - Provide targeted, small group instruction for students still requiring emphasis on initial decoding
- Comprehension
 - Provide explicit instruction in comprehension skills/strategies with modeling and guided practice before independent practice
 - Use teacher questioning as model and begin teaching students to generate questions

Mr. Valenzuela

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ESSENCE	35	17	24
ANTONIA	42	10	7
ESTHER	35	18	3
PHILIP	37	13	8
LAURAN	35	35	35
JONATHAN	41	22	27
MARIA	45	35	35
JESSICA	40	35	3
SHYRESHA	35	35	7
SADIE	35	35	7
KAYLA	35	21	17
CARCA	35	35	12
TRE	35	35	13
RYAN	35	35	25
ALEJANDRO	35	35	25
DEVIN	35	35	35

“When we want improvements and we keep doing the same things and keep getting the same results – who, really, are the slow learners?”

Dave Montague, Principal, Washington Elementary

Fielding, Kerr, & Rosier, 2007