

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

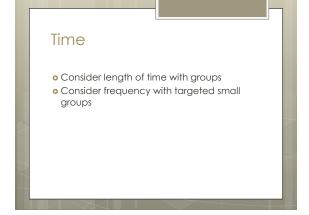
Fair means that everyone gets what they need to be able to learn

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





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?

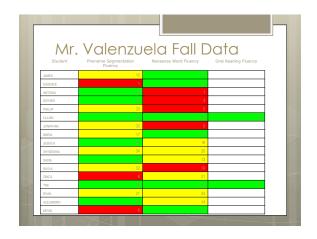
Instructional Decisions Current Instruction What instruction is currently happening? What areas of instruction could be adapted?

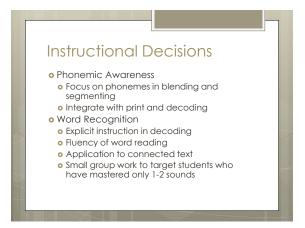
"There is no point in testing if you don't look at the data, don't understand it, and don't change."
Chuck Watson, Principal, Vista Elementary

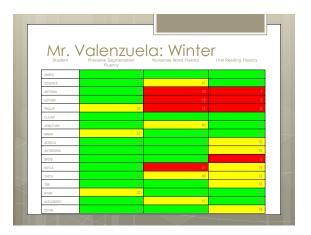


Core Classroom Decisions

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?

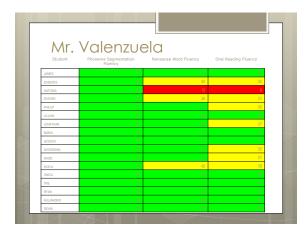






Classroom Observations Majority of instructional time on phonemic awareness and word recognition; limited application to connected text Comprehension instruction consists mainly of asking students questions and completing worksheets An individual student in the class gets 1-2 opportunities to read connected 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



"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