

### **Education District Office: North**

# Instructional and Management Strategies for Differentiated Classrooms





Bridget Goosen 26 May 2021



### SETTING THE STAGE

# Why do we need to Differentiate?





# Behind each classroom door lies a world of diverse needs....

intelligence

socio-economic backgrounds

Cultures & religions

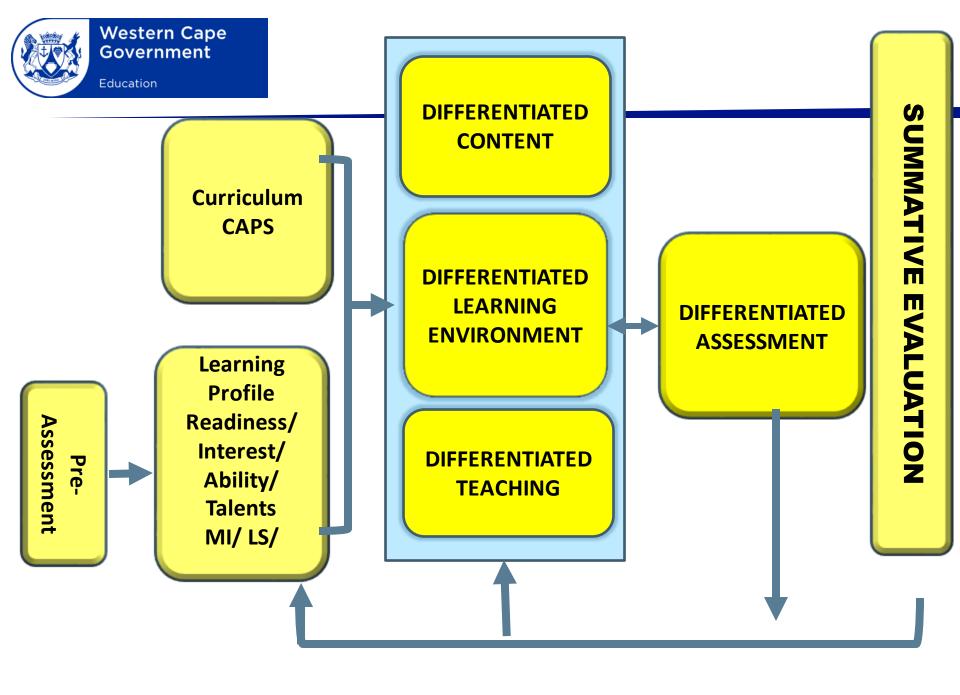


use of language

learning styles & multiple intelligences

developmental levels

Teachers need a variety of teaching methods and activities to meet different learning needs of children



Know your learners'
Learning
Profile



Curriculum
Advisors/ Assess
Coordinator/

Psych/ SW/ LSA/ Therapists/ Safe Schools/ NSNP/

School Health/ HIV&AIDS/ Governance Know the Curriculum well

Differentiated Assessment

Know HOW and WHAT to adapt/ accommodate/ and modify Curriculum Successful Implementation of Curriculum Differentiation

Good classroom Management

d oom

# What is DI/Teaching

Differentiation refers to a wide variety of teaching techniques and lesson adaptations that educators use to instruct a diverse group of students, with diverse learning needs, in the same course, classroom, or learning environment.







# What is DI/Teaching

Differentiated teaching is a philosophy where the teacher considers diverse learner factors to plan and deliver teaching so all learners can learn.

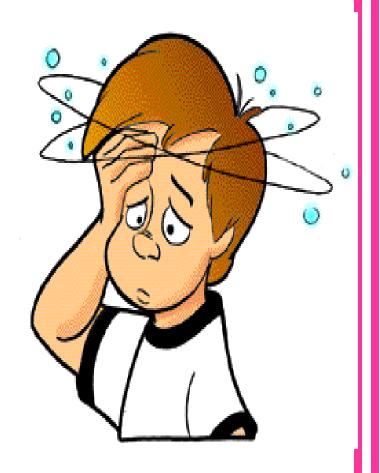
Differentiated teaching means changing the pace, level, or teaching methodology provided by the teacher in response to learners' needs, styles, or interests.







"Differentiation is making sure that the right learners get the right learning tasks at the right time.









The adolescent can reason abstractly and think in hypothetical terms.

### Formal operational (12 years-adult)

The child can think logically about concrete objects and can thus add and subtract. The child also understands conservation.

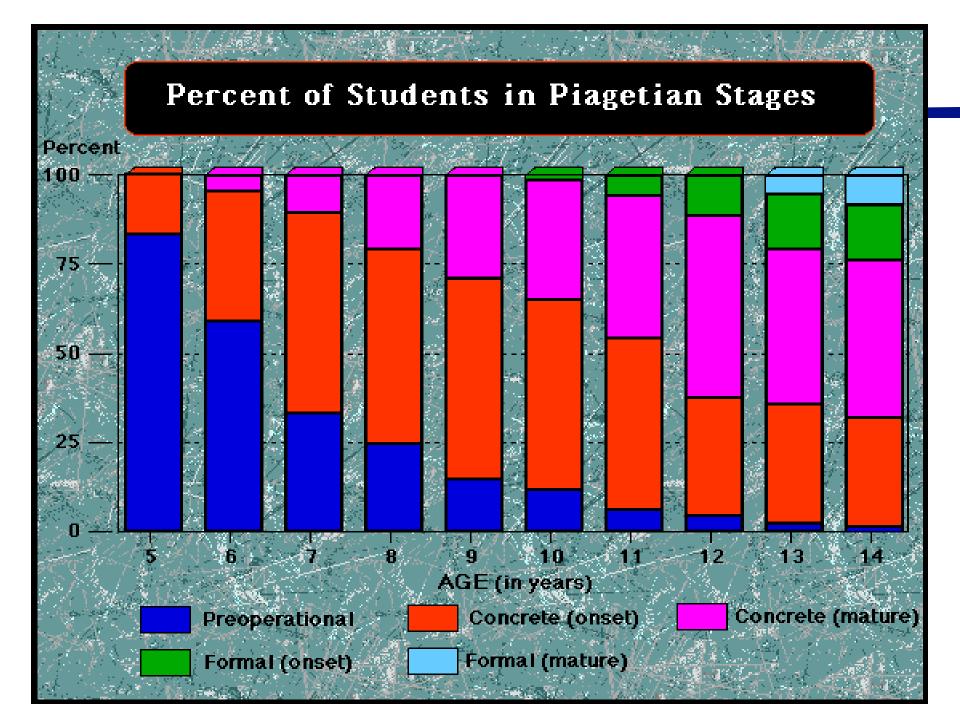
### Concrete operational (7–12 years)

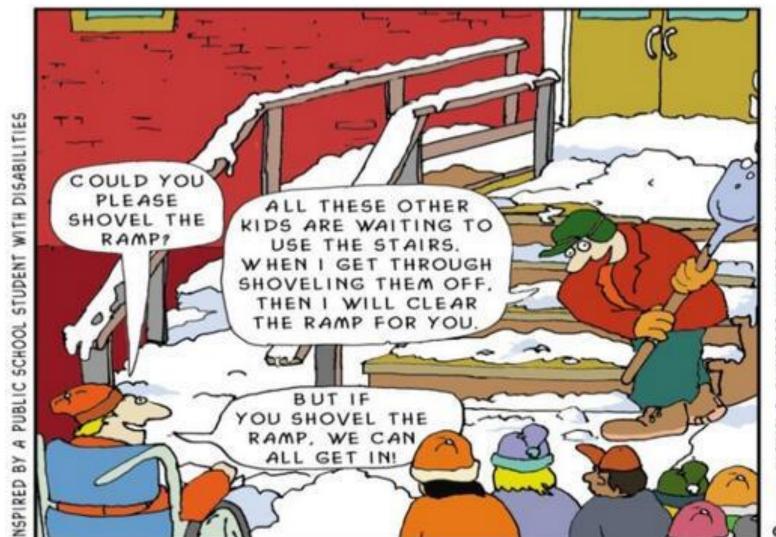
The child uses symbols (words and images) to represent objects but does not reason logically. The child also has the ability to pretend. During this stage, the child is egocentric.

### Preoperational (2–6 years)

The infant explores the world through direct sensory and motor contact. Object permanence and separation anxiety develop during this stage.

### Sensorimotor (0-2 years)



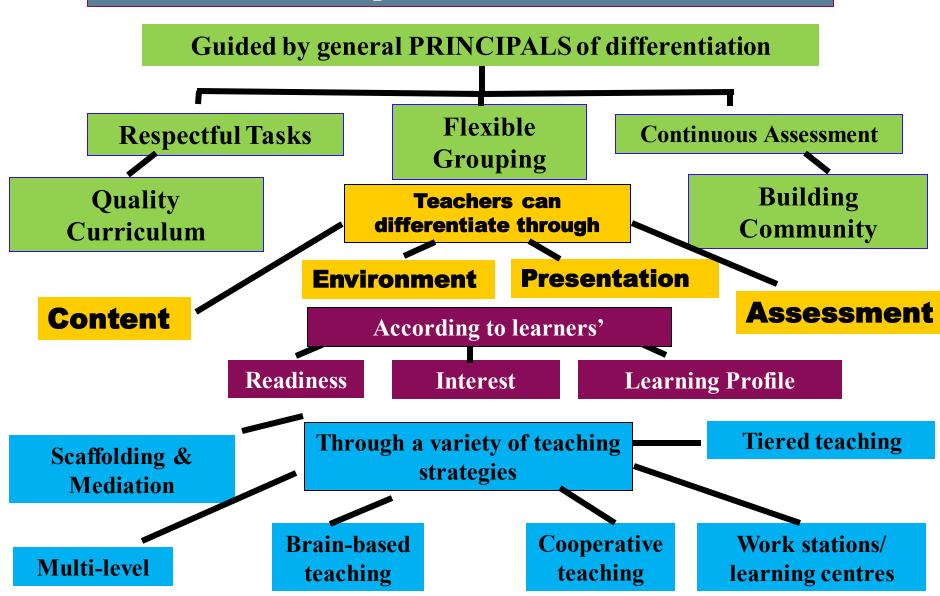


CLEARING A PATH
FOR PEOPLE WITH SPECIAL NEEDS
CLEARS THE PATH FOR EVERYONE!

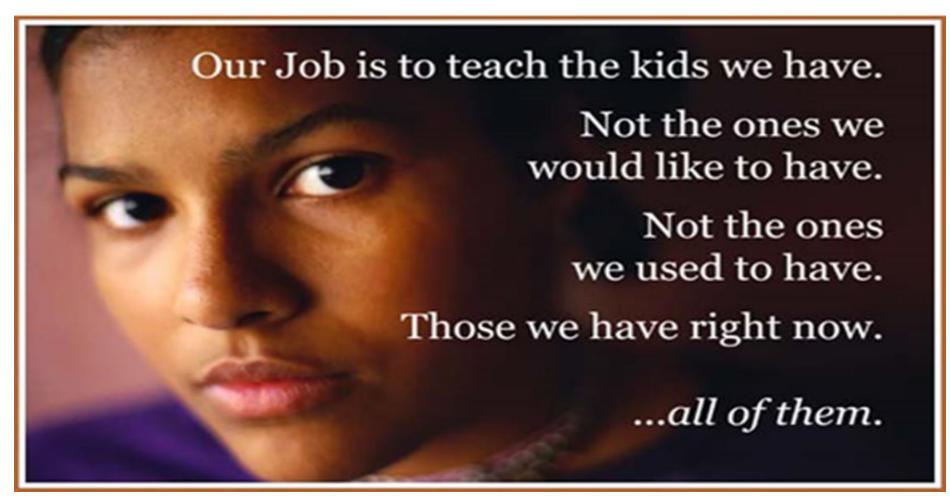
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### Conceptual Map for Differentiation

Teacher's response to a learner's needs



### RESPONDING TO LEARNER DIVERSITY THROUGH CAPS









# The QUESTION is HOW Do we do it?

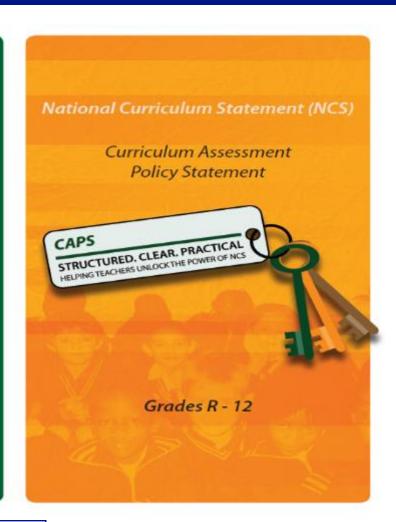






# **GUIDELINES FOR** RESPONDING TO LEARNER **DIVERSITY** IN THE **CLASSROOM**

GUIDELINES FOR RESPONDING TO LEARNER DIVERSITY IN THE CLASSROOM | English









# **Curriculum Prescribes regarding the SNA1** CONTENT **PRESENTATION** CURRICULUM **DELIVERY LEARNING ASSESSMENT ENVIRONMENT**









### **Teacher Support/ Interventions (Refer to no.3 on SNA1)**

3.11 CONTENT

3.12 PRESENTATION

3.2 LEARNING ENVIRONMENT

3.13 ASSESSMENT

Varied Complexity abstractness

Teaching Methodologies

1.Physical

2. Psychosocial

1.Alternate attainment of knowledge

2. Modified attainment of knowledge

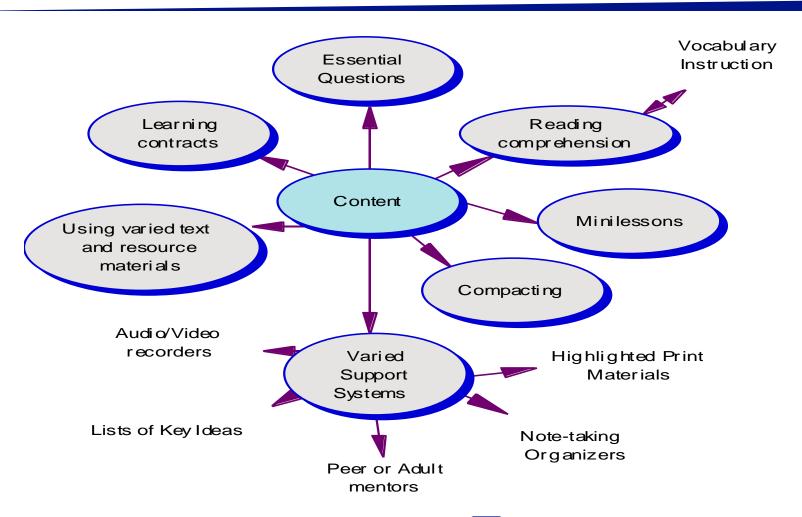
3. Grade-level attainment of knowledge







# Imparting Knowledge

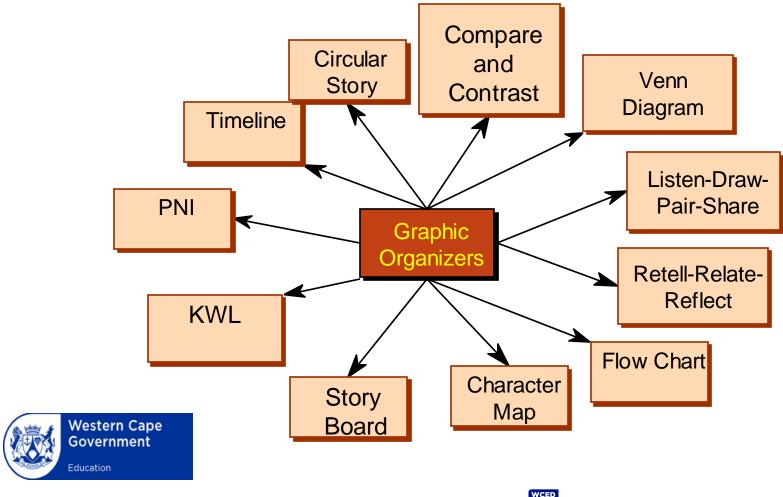








### **Examples of Graphic Organizers**

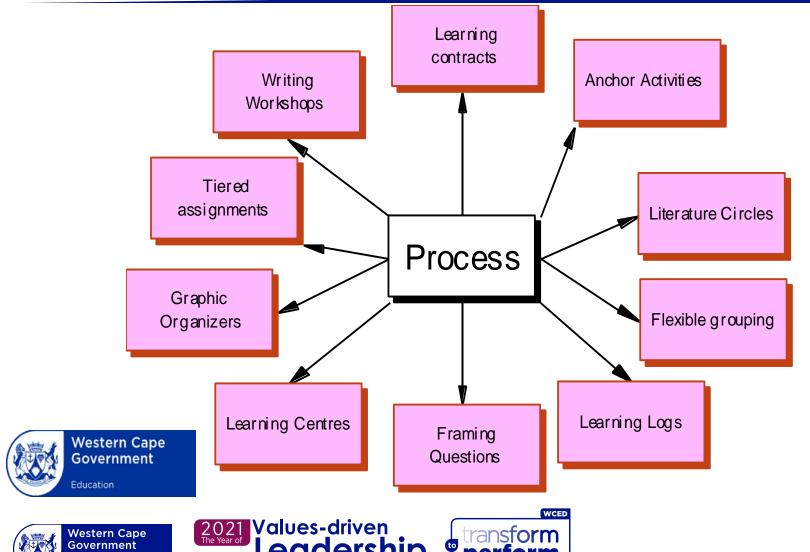








### Various forms of Process used

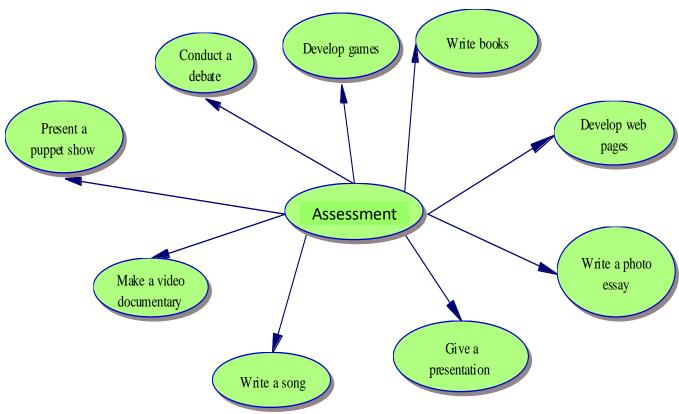








### Differentiate the Assessment task



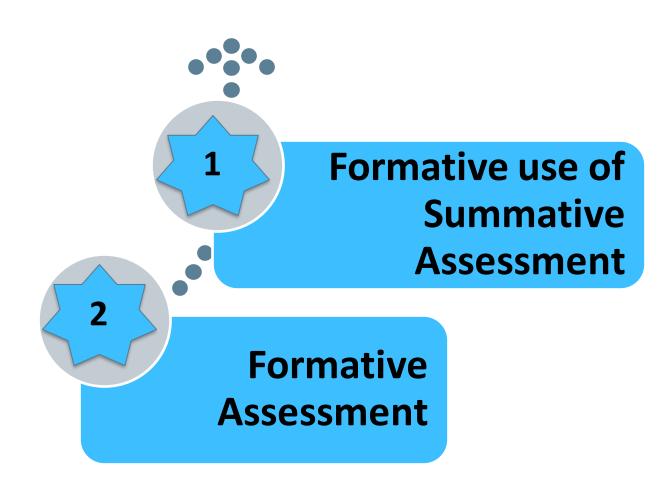








### Assessment for learning (AfL)









### Assessment for learning...

during the lesson

Teacher to support

actionable steps







# **Examples of differentiating the Content:**



### **Use various materials**

















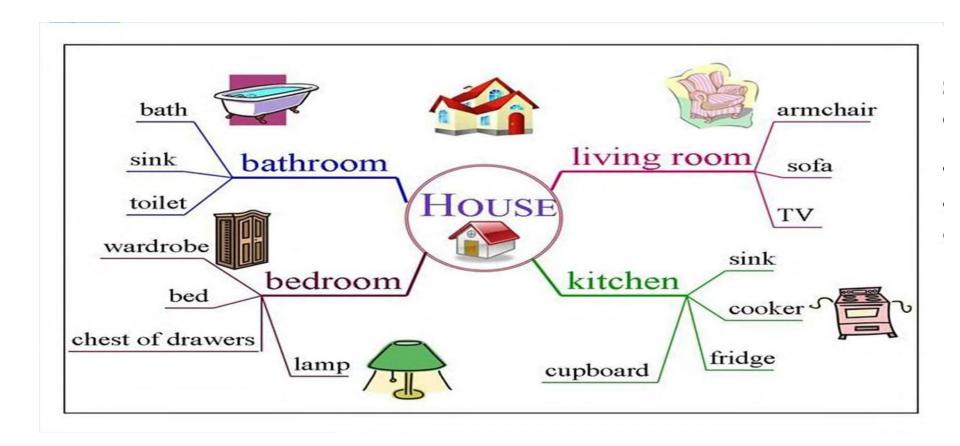








### **USE GRAPHIC ORGANISERS: MINDMAP**









# Frayer Chart for Vocabulary

Definition (explanation/drawing)	Characteristics
Avery tall building	<ol> <li>Construction: Skyscrapers have a skeleton frame, made of internal steel or reinforced concrete, which is strong enough to support the weight of the building with many stories.</li> <li>Height: Skyscrapers must be taller than they are wide.</li> </ol>
Examples/Models:	Non-examples:
Infinity Tower (Dubai), Carlton center,	Church, school, library, shop
Thibault Square, Sanfort 140 (Brazil),	
Pearl Dawn (Umhlanga)	







#### Instructional Verbs stir jump cut% turn boil colour add beat whisk a rotate paint mix move spoon stretch run fold bake bend step take draw face © fry relax cook % hop pour skip

#### Instructional text

### Key Words

You will need......
ingredients
first
then
next
finally
before
after
remember
carefully
while

#### Task Words

#### Remember: -

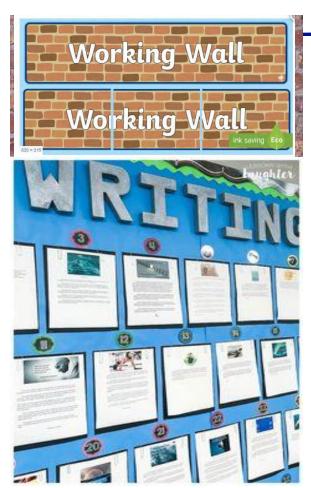
- · Title
- Numbers or bullet points
- Diagram
- Check-are your instructions in the right order?

Fishbourne Primary School Key Stage 2 Team









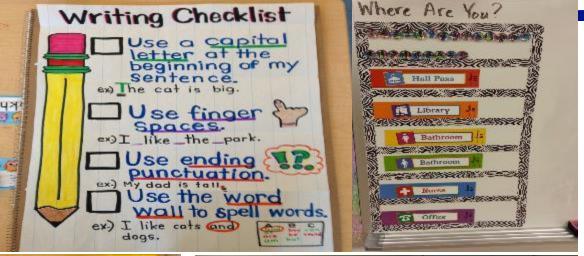
























# **Examples of differentiating the Learning Environment:**





### Differentiating the Learning Environment

# LEARNING ENVIRONMENT



### **PHYSICAL**



#### **PSYCHOSOCIAL**







classroom space infrastructure, arrangement of furniture, level of noise, class size, classroom displays and resources

interpersonal
cooperation;
classroom and school
culture; protection
against harassment
and mental harm and
effective
communication







### **ADAPTING THE LEARNING ENVIRONMENT**

#### POSITION IN ROOM

- Sitting arrangements can be a hinderance for some learners
- Encourage them to sit away from interferences
- Consider senses albinism away from sun
- Low vision front seat
- Hard of hearing front seat to read lips
- Ataller learner may prefer to sit in front to allow him/her to stretch legs

#### CLASSROOM MANAGEMENT

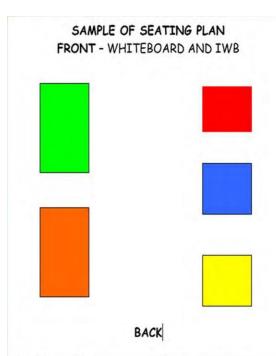
How we manage our classes is our own choice. Without good class discipline there is no quality teaching and learning

- o Planning (or lack of) is the main contributing factor to poor discipline
- o Know your learners learners need to know that their teacher is interested in them as a person
- o Rules and expectations should be simple and compiled by the learners. Consistently applied and linked to values
- o Routine Stick to it! Learners feel safe and free in an environment where they know what is going to happen









TABLES	Maths	Literacy	Reading
1	Level	Diamond L	Dahl L2
2	Circle	Topaz L	Lewis L3
3	Transic Restaute	Focus group L	Blyton L4
4	Hexagon L	Ruby L	Snickett L
5	Level	Emerald L	Murpugo L

# Class Dojos Chercout Mojo's Parent Chercout Mojo working teally hard today! Too cutel Thanks so much for helping him out this year!

Instant feedback to learners – notes to parents

Get positive points that can be traided for rewards.
Think Pair-Share
Timer
Instructions display on board

### Happier Classrooms







Noise meter























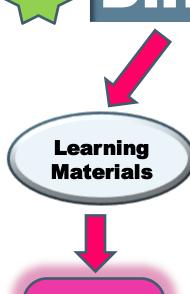




# Differentiating the your teaching method



# Differentiate Presentation



**E-learning** Graded



**Method of Presentation** 



**Wide range** of teaching methods or strategies modify the **format** 



Learning **Activities** 



**Tiered** teaching & assignments modify the **format** 



Lesson **Organizations** 



**Differentiate** the manner in which activities are planned and organised in a lessons **Adaptations** 



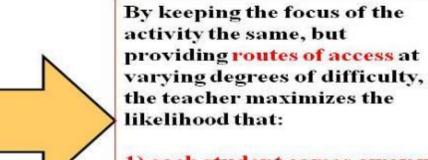






#### What is Tiered Instruction?

Teachers use tiered activities so that all students focus on essential understandings and skills but at different levels of complexity, abstractness, and openendedness.



- 1) each student comes away with pivotal skills & understandings
- 2) each student is appropriately challenged.







#### **Planning Tiered Assignments**

#### Concept to be Understood OR Skill to be Mastered

Create on-level task first then adjust up and down.

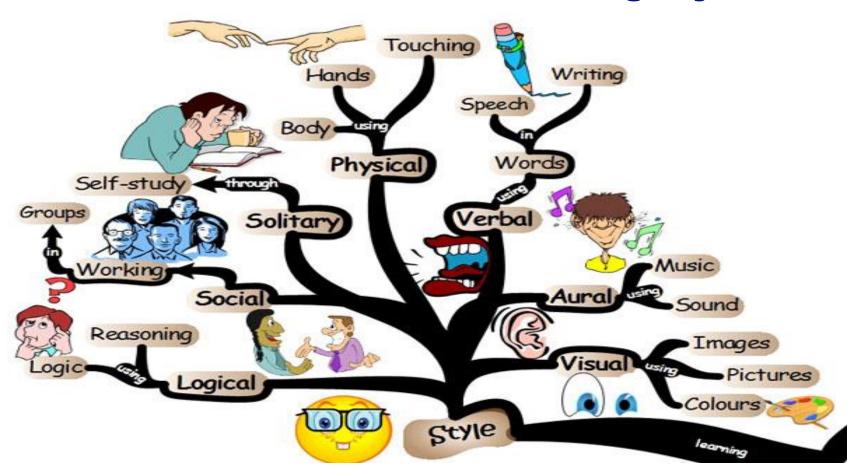








#### **Different Preferences and Learning Styles**









### **MULTILEVEL TEACHING**









## **SCAFFOLDING**







## SCAFFOLDING

#### 1.First TEACHER does it.

Teacher models how to perform a new task

#### 2.Then CLASS does it.

Teacher and learner work together to perform the task

#### 3. Then in SMALL GROUPS

2s, 3s, 4s, 5s, – to complete new task

#### 4. INDIVIDUALLY

Learners work independently on task to demonstrate knowledge learnt.



### Ebb and Flow of Flexible Groupings













Individual Small Group Whole Group Small Group Individual







## **SCAFFOLDING**









# So, how do we differentiate a lesson?





## **PLANNING LESSONS**

# SYNERGY BETWEEN CURRICULUM DIFFERENTIATION AND CAPS

- Follow Curriculum Year Plan, Term Plan, Weekly Plan, Daily Preparation
- It makes NO SENSE AT ALL in you adapt randomly.
- Know your learners
- Adapt CONTENT, PROCESS, LEARNING ENVIRONMENT and ASSESSMENT



Design UP 1 Design DOWN



 At the beginning of the planning process, the teacher asks, "What supports and adaptations should I build into the lesson to address learning needs of particular learners that will likely help others as well?"

## THE PLANNING PROCESS

Decide what to teach

**Pre-assess** 

Flexible Grouping

**Expectations** 

**Preparation** 

Where to start

#### Planning: Decide what to teach

- Content
- Standards
- Outcomes what do you want your learners accomplish at the end of the lesson

## **Planning: Pre-assess**

- Determine prior knowledge
- You won't know what to teach if you don't know what they know

#### Planning: Create flexible groupings

- Ability grouping for intervention/ enrichment
- Cooperative groups so they can learn from one another,
- Include Multiple Intelligence and Learning Styles.

## Planning: Expectations

- Behaviour expectations
- Train your learners
- Build accountability for groups and individuals
- Assess and reflect

## **Planning: Preparation**

- Materials
- Instructions
- Noise levels
- Movement
- Room arrangement
- Teacher assistance
- Monitoring of learners

## Planning: Where to start?

- Start small half/ half, 3, 4, 6
- Learn, practice and perfect
- Train the learners
- Be well prepared and organized
- Don't do everything everyday

#### **KEEP THE FOLLOWING IN MIND**

#### **CONTENT (WHAT)**

Varied
Contextual
Abstractness

#### LEARNING ENVIRONMENT

Physical environment Psycho-social circumstances

# PROCESS/ TEACHING METHOD (HOW)

Change Mindset
Children learn differently
All learners can learn

# ASSESSMENT INFORMS INSTRUCTION

You might have a diverse group of learners Specific Learning Disability (SLD) School of Skills (SoS) Severely Intellectually Disabled (SID)



CURRICULUM KEY AREAS	AT WHAT LEVELS DO WE DIFFERENTIATE	WHICH ASPECTS TO DIFFERENTIATE
1. CONTENT	A. ABSTRACTNESS  Adapt the content to the level of the learner, teach down for those who need to access the content on a more concrete level or teach up for those who can work on a more abstract level	Pictures of real objects Real life scenes e.g. video clip Have learners draw images from text
	B. COMPLEXITY Contextualise topics rather than using facts	Break the text up into manageable chunks. Reread the same text multiple times. Pair good and poor readers for activities. Reduce the complexity of the reading material by contextualising topics. Provide a glossary of content related terms.
	C. Variety Use new and varied materials	Use visual aids such as whiteboard, overhead, PowerPoint, or charts Use visuals & manipulatives



CURRICULUM KEY AREAS	AT WHAT LEVELS DO WE DIFFERENTIATE	WHICH ASPECTS TO DIFFERENTIATE
2. LEARNING ENVIRONMENT	<ul> <li>A. PHYSICAL – arrangement of furniture to accommodate flexible grouping, classroom displays and resources.</li> <li>The room is clean, organised and free of repair needs</li> <li>Learners appear to feel safeand comfortable in the room</li> <li>Learners have a place to re-group or get away from distractions</li> <li>Learners can access or request needed materials</li> <li>Pathways throughout the room are free and avoid congestion</li> <li>Learners have a place to keep their belongings</li> <li>B. PSYCHOSOCIAL</li> <li>Classroom and school culture</li> <li>Effective communication – connecting with learners</li> </ul>	<ul> <li>Block out extraneous stimuli (cover all text except section being read)</li> <li>Seating arrangement promotes learners working together (Flexible Grouping)</li> <li>Seating arrangement is consistent with the verbal messages given by teacher</li> <li>The teacher periodically changes seating arrangements so that all learners have the opportunity to be up front and sit next to different learners</li> <li>The seating arrangement allows learners to have a clear view of instruction</li> </ul>

CURRICULUM KEY AREAS	AT WHAT LEVELS DO WE DIFFERENTIATE	WHICH ASPECTS TO DIFFERENTIATE
3. TEACHING METHODOLOGY	<ul> <li>The key to differentiated teaching methods is the flexible use by teachers of a wide range of learning materials, methods of presentation, lesson activities and lesson organisations and Methods of Teaching: <ol> <li>Explicit teaching - directly taught</li> <li>Systematic - sequenced so that skills build on one another, not left to incidental learning</li> <li>Scaffolded - supported instruction that is gradually withdrawn as students become more proficient</li> <li>Modelled - teacher models both the task/skill and the thought processes to complete the task/skill.</li> </ol> </li></ul>	Use flexible grouping strategies so that students can work on key skills in small groups Teach pre-reading strategies Teach vocabulary strategies Teach comprehension strategies (e.g. summarization, prediction, clarification, inferences, questioning) Teach learners how to identify main ideas Teach visual imagery of ideas in text Teach self-monitoring of comprehension



CURRICULUM KEY AREAS	AT WHAT LEVELS DO WE DIFFERENTIATE	WHICH ASPECTS TO DIFFERENTIATE
4. DIFFERENTIATED ASSESSMENT	<ul> <li>A. For learner who are more than ONE year behind straddling should be allowed. Learner works on the same thematic knowledge concept and skills but at a lower grade or phase level (SBST must apply for this assessment accommodation)</li> <li>B. Three key types of alternate assessments can be used for learners experiencing barriers to learning, including learners with disabilities (LSEN in the mainstream) 1. Alternated attainment of knowledge</li> <li>2. Modified attainment of knowledge</li> <li>3. Grade-level attainment of knowledge</li> </ul>	Picture stories Pictures and words Shorter texts Extra time Enlarged texts Reader Reader & Scribe Mp3, use of computer/ tablet



## **NEXT STEPS**



Learning Support in collaboration with Curriculum Advisor/Subject Advisor may assist you adaptation/ modification of lessons



#### Time is a factor!

Extramural activities Meetings

Teaching,

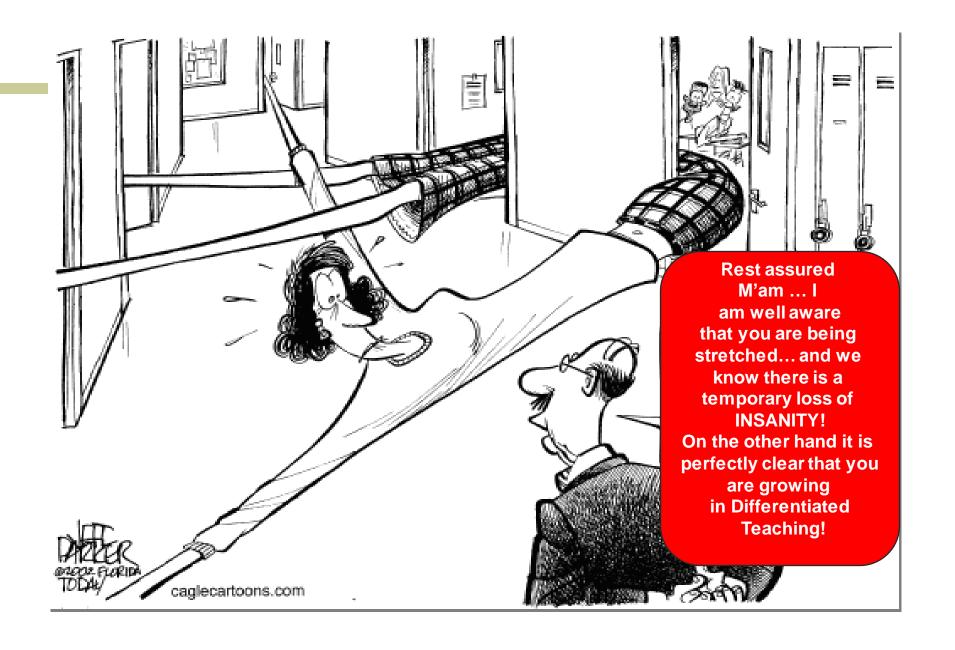
Ground Duties



Phone Calls

**CAPS** 

**Planning** 



## IN CONCLUSION

Curriculum differentiation should offer all learners an opportunity to grow and learn albeit that some learners reach their goals at a slower or faster pace. It is the teacher's responsibility to make use of curriculum differentiation to help all learners in the class to reach their full potential.









