

Dynamic Differentiation:

One Size Does NOT Fit All!



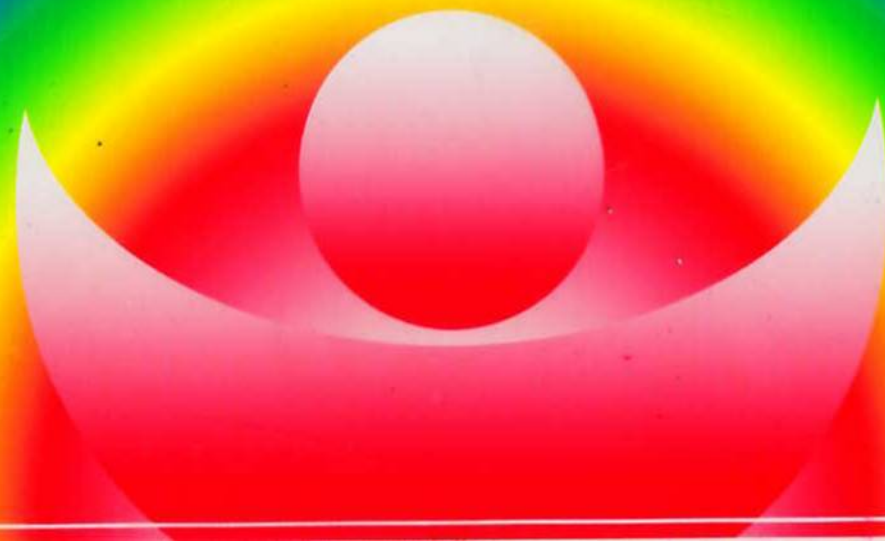
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DI ASIA SUMMIT!

Welcome! I'm glad you're here!



*Helping
All Students
Succeed!*



How are you today?

- **Awesome**
- **Shocking**
- **Mind-boggling**
- **Passionate**
- **Electrifying**
- **The walking dead**
- **Soul-stirring**
- **On the edge**
- **Glorious**
- **Unstoppable**

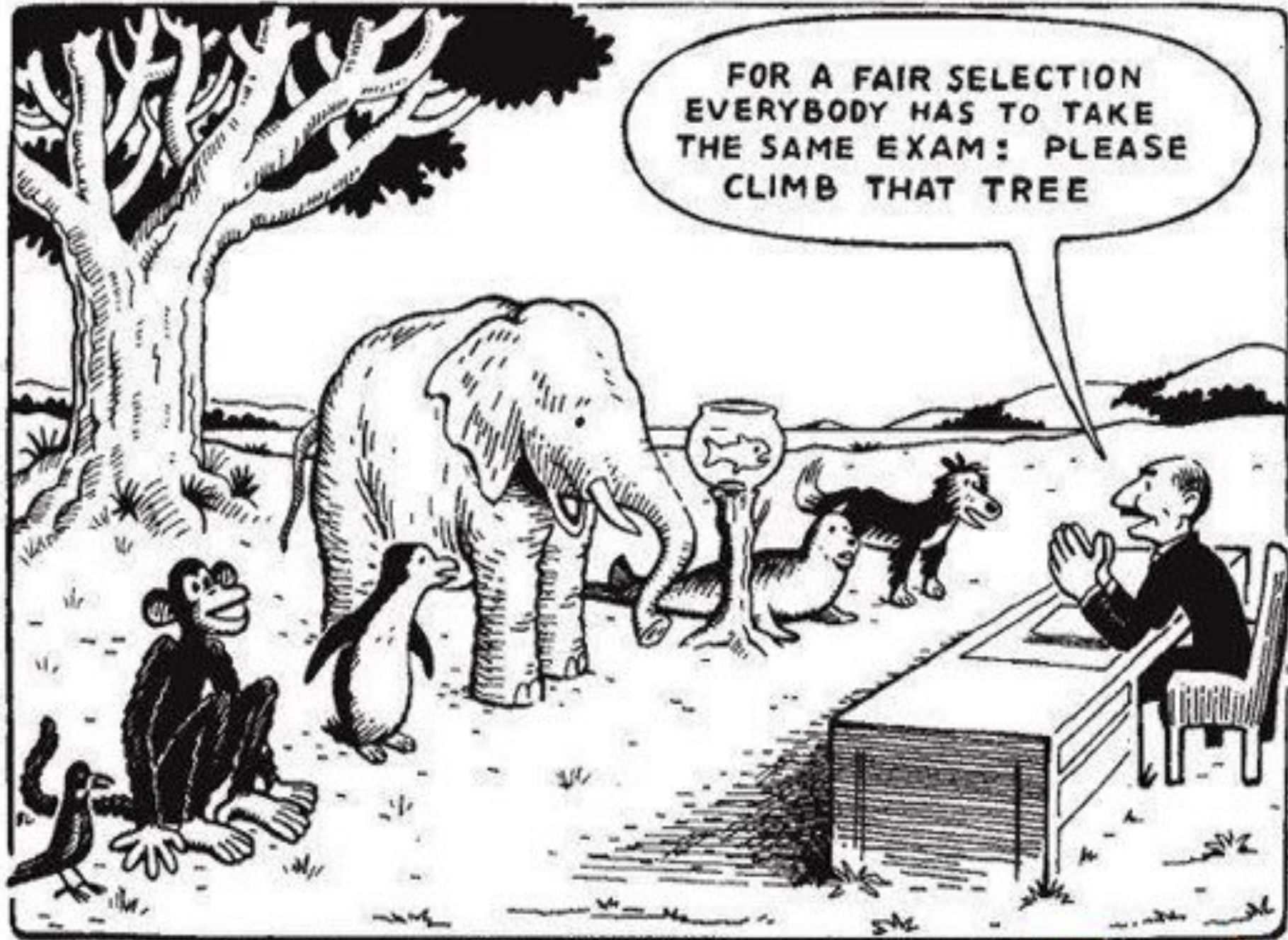


Differentiated Instructional Strategies

*One Size
Doesn't
Fit All*



FOR A FAIR SELECTION
EVERYBODY HAS TO TAKE
THE SAME EXAM: PLEASE
CLIMB THAT TREE





Differentiation for

all....

**and ALL are uniquely
different.**

"Super Sleuth"



*All children are
gifted. Some
just open their
packages earlier.*





Acceptance



Belonging



Community



Teach
DIVERSE LEARNERS.

Standards

Provide the Base.

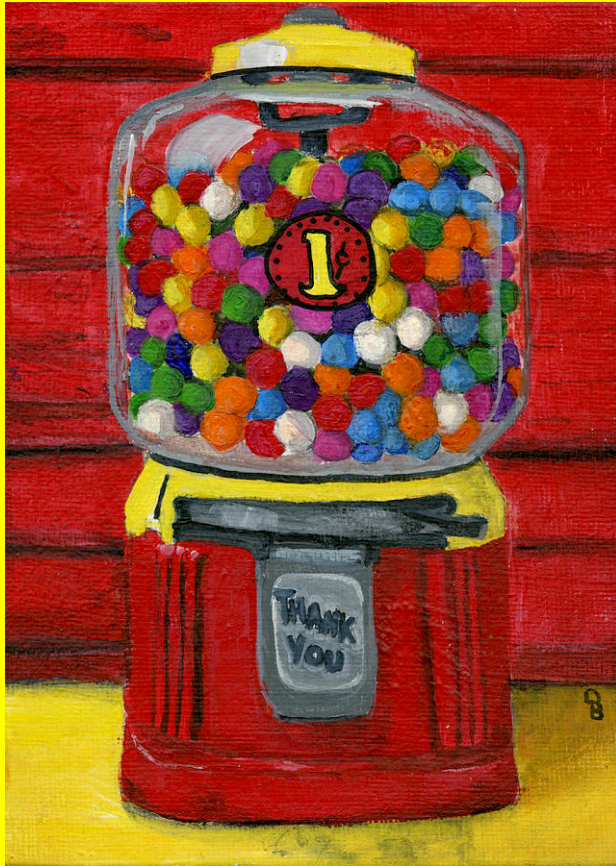
Teachers Build

Opportunities!

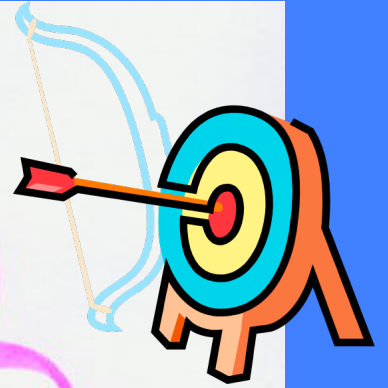
A Metaphor for Differentiation... select a card for your table team



“the gum and the chew of learning”

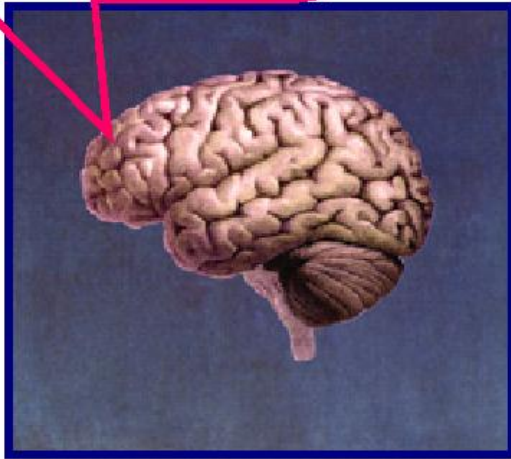


**“Slow
down to go
faster!”**



Brain Breaks – State Changes

I only learn
what's is
necessary to
my
survival!



MORE
THAN

100

Brain-Friendly

TOOLS AND STRATEGIES FOR

Literacy Instruction



Kathy Perez



JB JOSSEY-BASS TEACHER

GRADES **K-12**

Co-Teaching Book of Lists



KATHERINE D. PEREZ

**Hot off
the
press!**

THE NEW INCLUSION

Differentiated Strategies
to Engage ALL Students



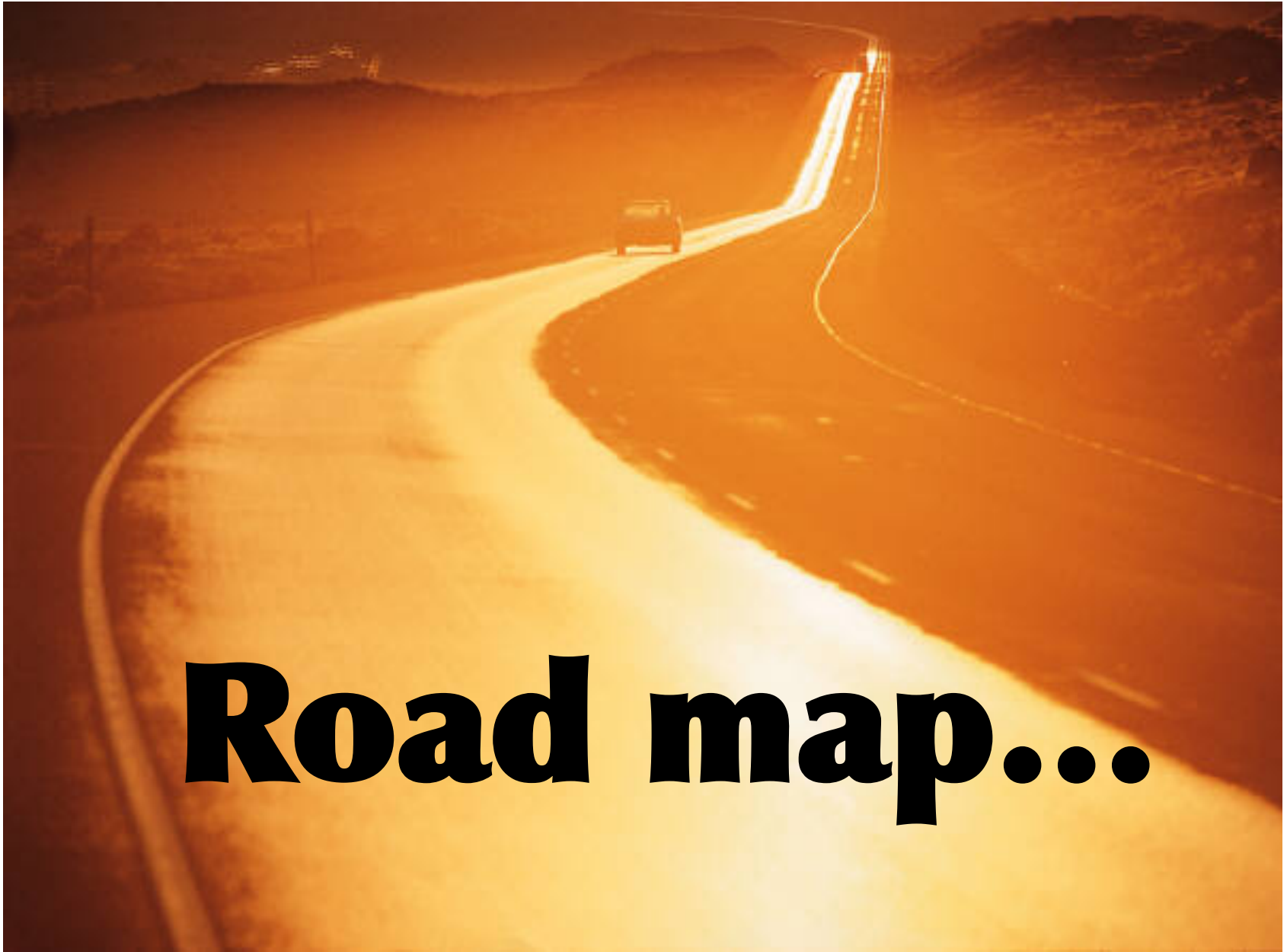
Kathy Perez

Engaging the Brain



Clock buddies...





Road map...



Agenda

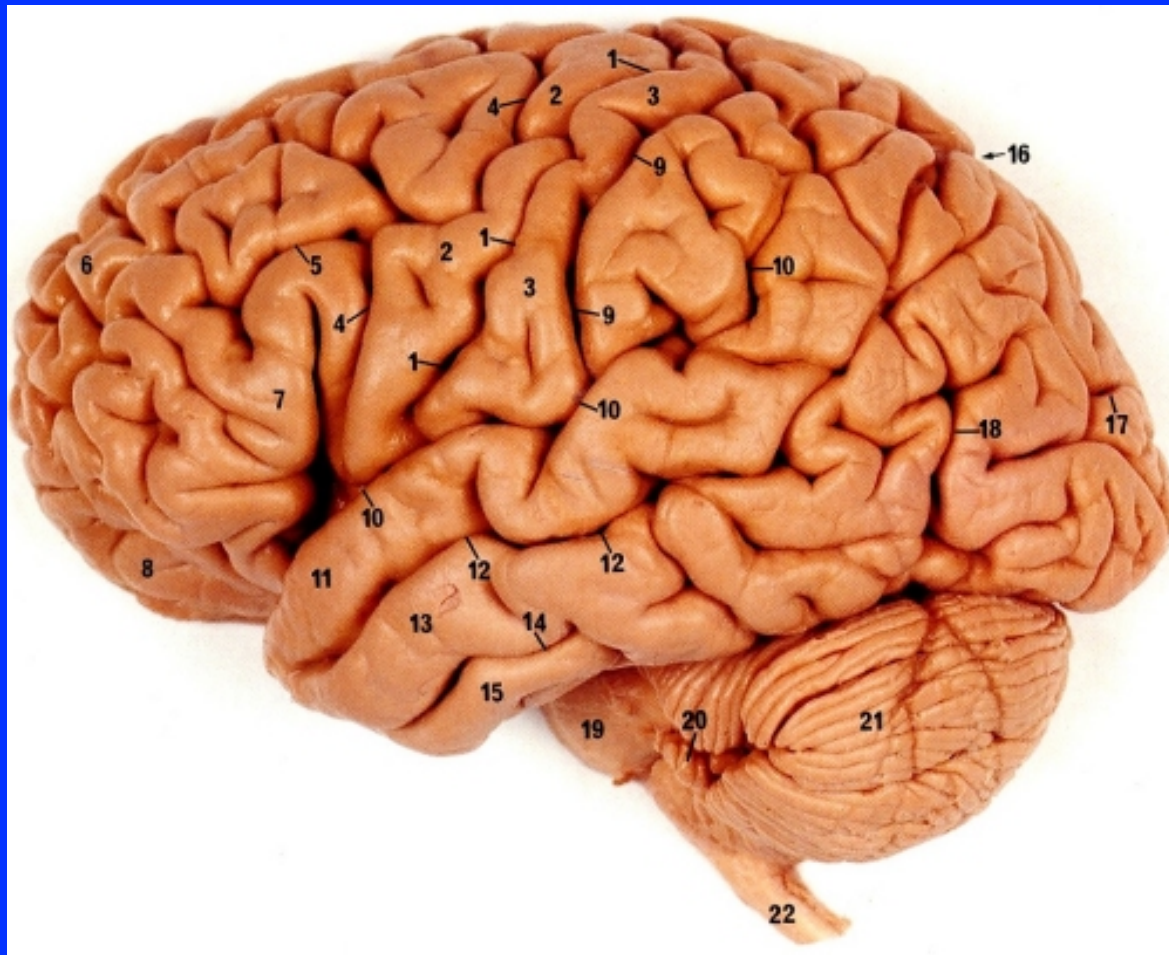
- ✓ What is Differentiated learning?
 - ✓ Content, process, product
- ✓ Challenges in meeting individual needs
 - ✓ Top 10 DI Structures
- ✓ Effective teaching for transfer
 - ✓ Active learning strategies
 - ✓ Questioning techniques
- ✓ Lesson planning and management ideas
 - ✓ Building choices into curriculum
 - ✓ Coaching for success!
- ✓ Closing



Tool kits



What's In Your Brain?



Differentiated Learning

I think it is...

A symbol for it might be...

It's important because...

I reach the needs of my students...

I need to know...

Differentiation



- Differentiating instruction is doing what's fair for students. It's a collection of best practices to maximize students' learning at every turn. It requires us to do different things for different students. It's highly effective teaching.

Differentiated Instruction



- Content
- Process
- Product

According to:



- Readiness
- Interest
- Learning profile

Differentiation is...



- Proactive
- Qualitative
- Multiple approaches
- Assessment
- Student-centered
- A blend
- Evolutionary

Elements



- Supportive learning environment
- Continuous assessment
- High-quality curriculum
- Respectful tasks
- Flexible grouping

THE DILEMMA!

**How does a teacher
reach the needs
of every
student?**



Entry points to learning

Cultural Identity

Background Knowledge

Readiness



Abilities

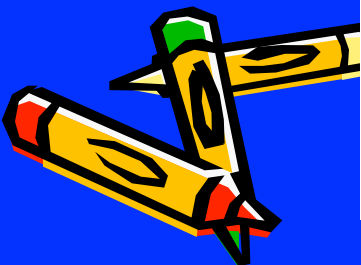
Linguistic Differences

Our Students Bring...

Family Support

Activities Outside of school

Beliefs about Education

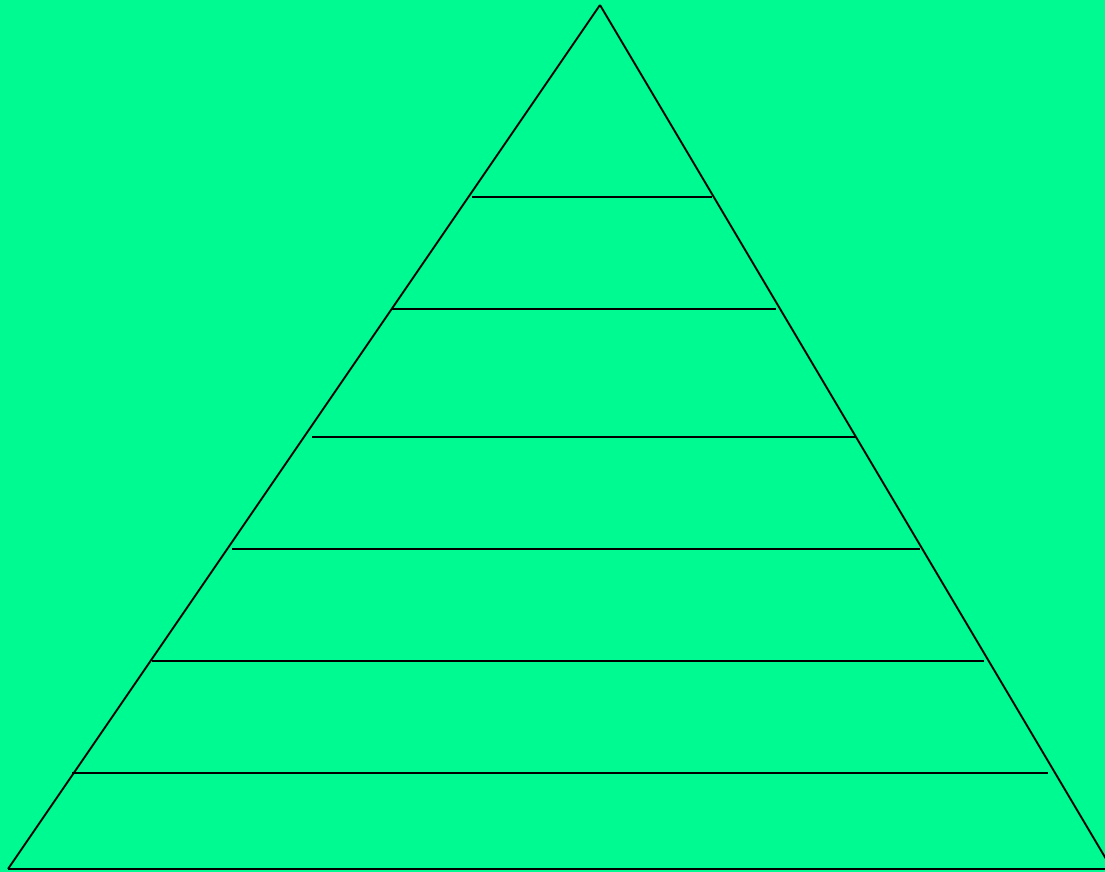


Post-it note Discussion

- What is the biggest challenge in meeting the diverse needs of your learners?



Triangle of learning

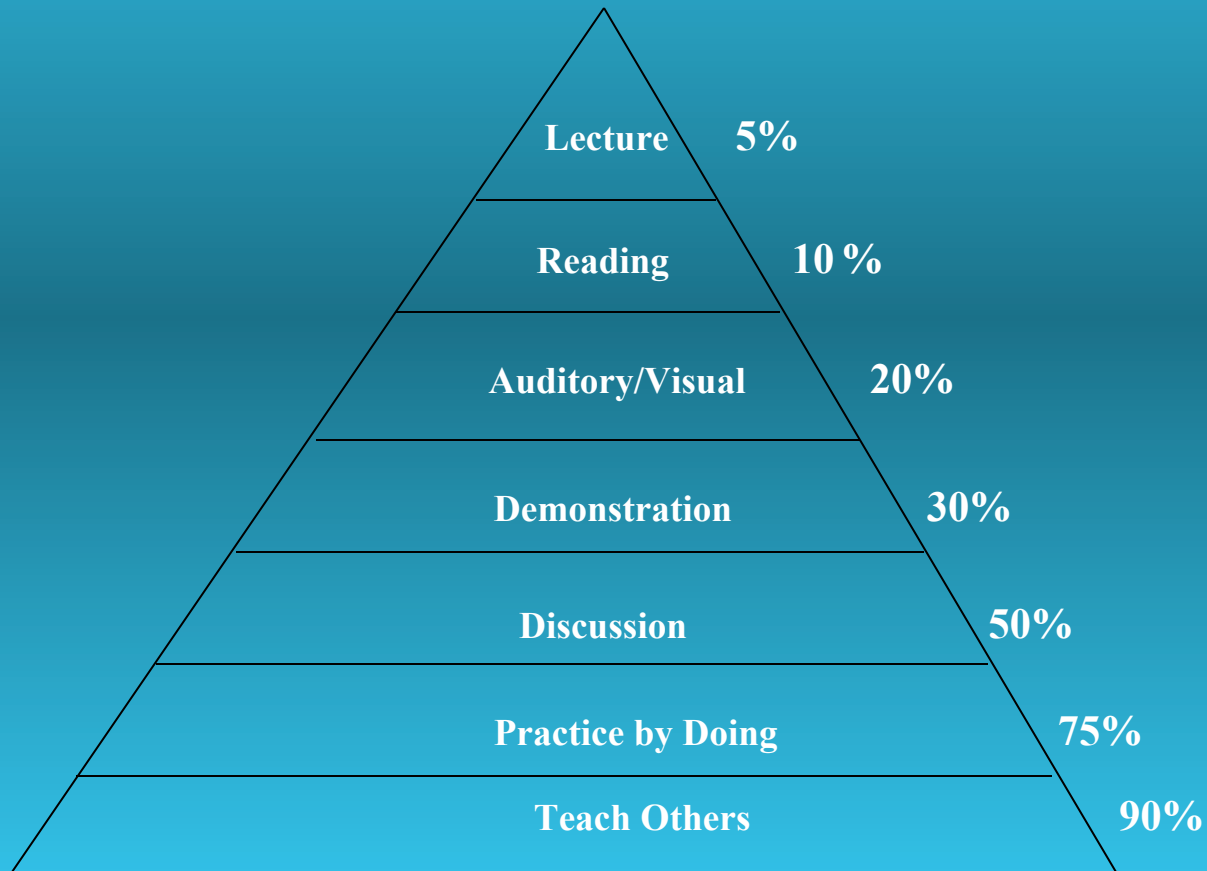




Triangle of Learning

- ⇒ Practice by doing
- ⇒ Reading
- ⇒ Demonstration
- ⇒ Lecture
- ⇒ Teach others
- ⇒ Discussion
- ⇒ Auditory-visual
- ⇒ 5% 10% 20% 30% 50% 75% 90%

Triangle of learning



AVOID THIS...





Lessons learned from research...

No matter how well planned,
stimulating, relevant, exciting
and colorful the lesson...if the
teacher does ALL the
interacting with the
material..the teacher's, **NOT**
the student's brain will grow!



Job #1....

Is to get 'em ALL actively engaged and participating

- Thinking, Speaking
- Writing, Touching
- Building, Listening
- Practicing, **DOING!**

Learning is NOT a spectator sport!

“Mindstreaming”



Differentiation:



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The background of the slide is a close-up, slightly angled view of a red Christmas tree. The tree's branches are covered in numerous small, glowing lights. The lights are primarily blue and white, with some yellow and green lights interspersed. The overall effect is a warm, festive glow. The text 'Tiered Assignments' is centered in the lower half of the image.

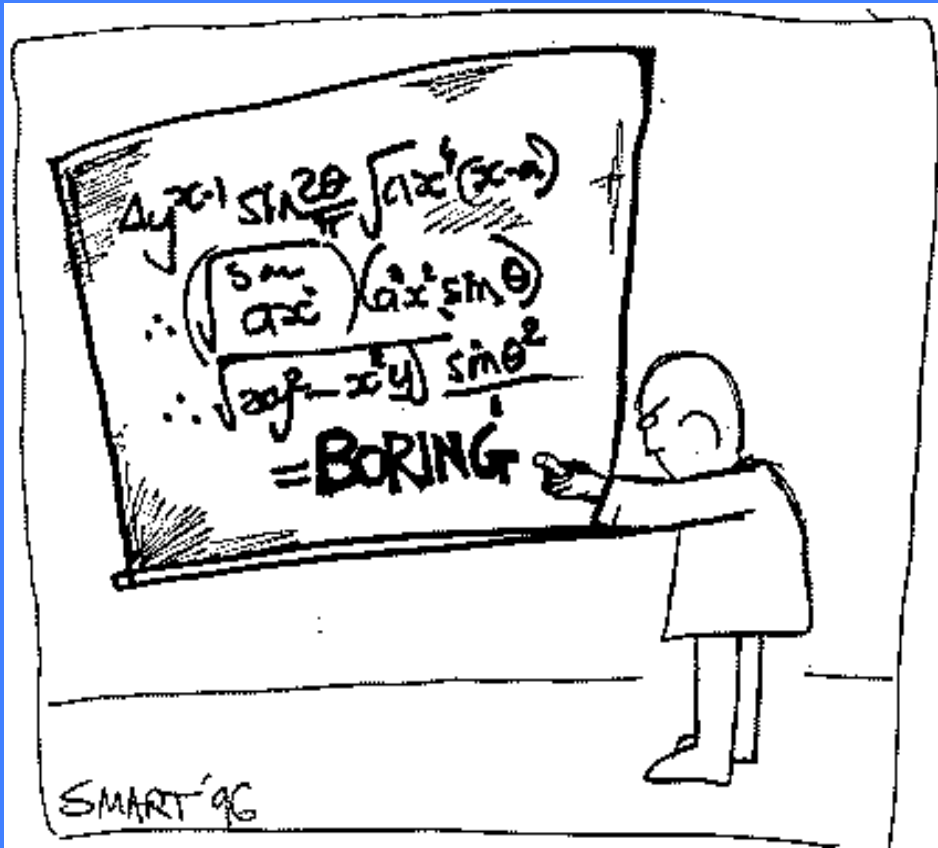
Tiered Assignments



Tiering...

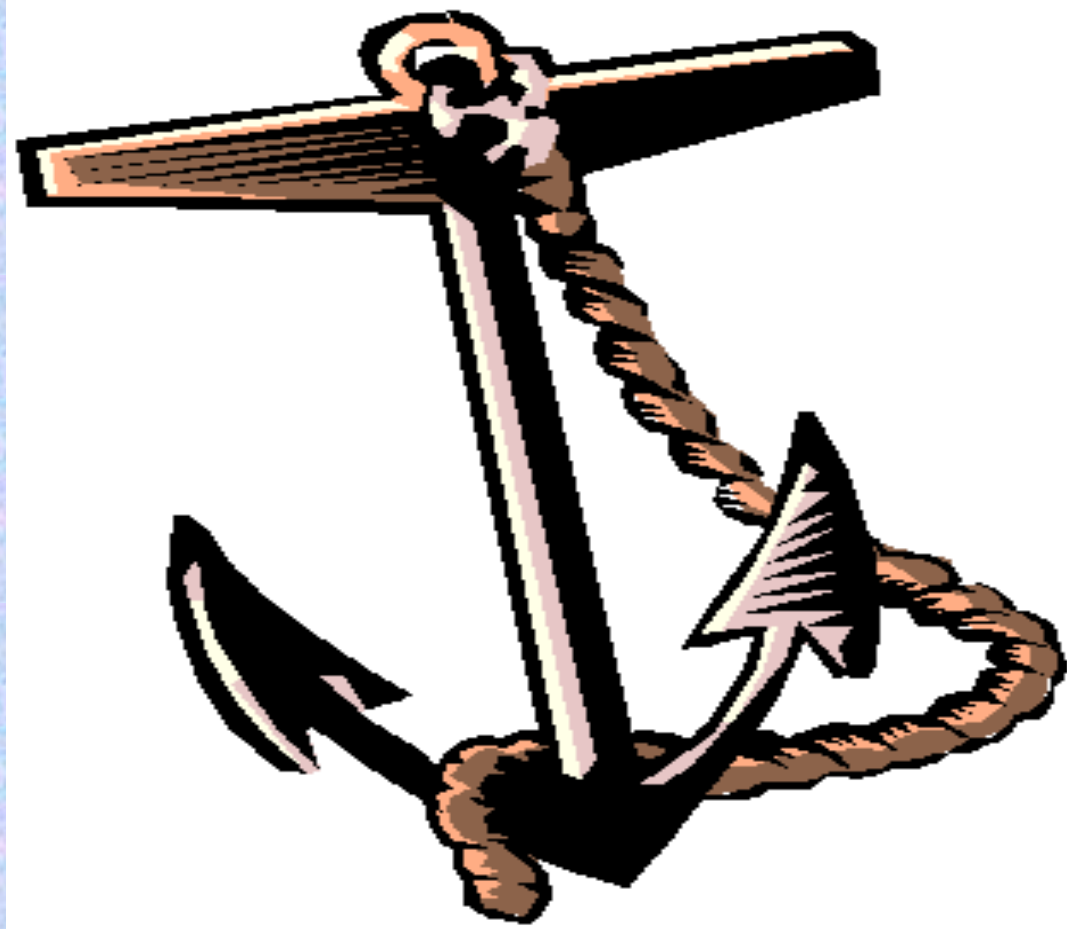
- ➔ **Changing level of complexity in order to meet the developmental needs of students**
- ➔ **According to:**
 - **Readiness**
 - **Interest**
 - **Learning profile**
- ➔ **Adjust to MAXIMIZE learning**

Curriculum Compacting



- What?
- How?
- Why?

Anchor activities...



2 types of anchors...



- **Sponge activity –to “soak up” down time, when student finishes early, transitions, or cleaning up**
- **OR main activity everyone does – teacher pulls small group for target lesson**

Traditional Learning

Told what we
need to know

Memorize it

Problem
assigned to
illustrate how
to use it

Problem Based Learning (PBL)

Problem
assigned

Identify what
we need
to know

Learn and apply
it to solve the
problem

What does it mean to be smart?

- **How would you define intelligence?**





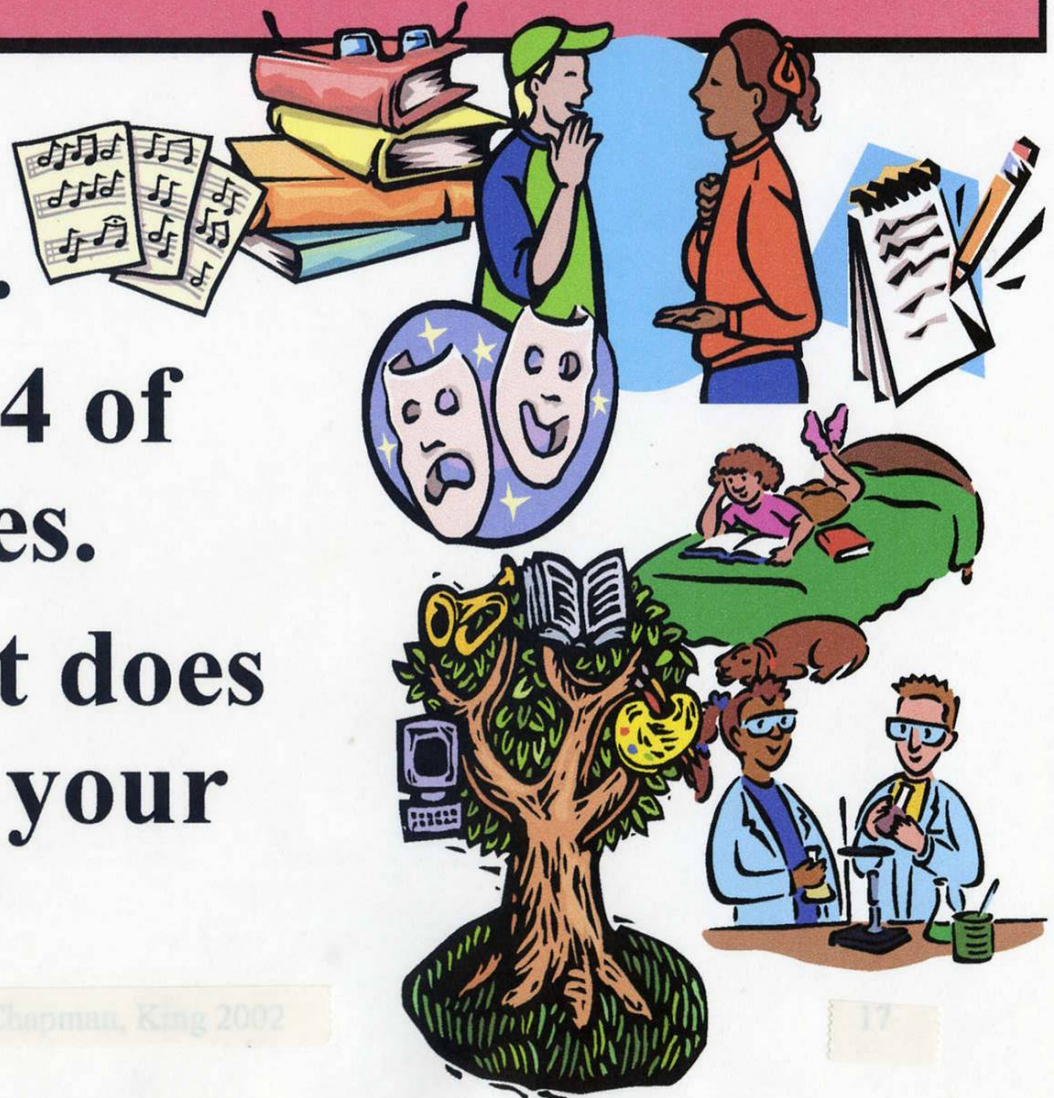
Kinesthetic Symbols



- Matching
- Stretching
- Celebrating

How do you learn best?

- 1. Look at the intelligences.**
- 2. Choose 3 or 4 of your favorites.**
- 3. What impact does this have on your job and life?**



Flexible Grouping

T *Total Group*



A *Alone*



P *Partner*



S *Small Group*



Cooperative Learning



Collaborate

Communicate

Create

Learning Centers



- What?
- How?
- Why?

Arts-based learning



Traditional Learning *VS.* Project-based Learning

Students listen to a lecture on monetary and fiscal policy

Students complete a worksheet on Newton's Laws

Students write a research paper on the Great Depression

Students try to save the nation from an economic crisis similar to the 1970's oil embargo

Collaborative groups work to develop a new sport to be played on the moon

Teams build a museum exhibit that captures the experiences of minority groups in the 1930's

Adjusting curriculum



Meeting individual needs





All the fun without the cold and wet!

All the fun without the cold and wet!

Steps to Powerful Lesson Planning...

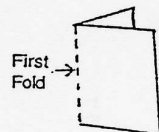


Jigsaw Book

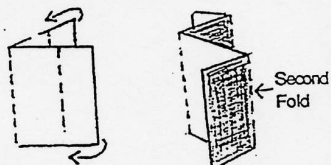
Materials:

- 12 x 18 construction paper (any color)
- 9 x 12 construction paper (white)
- scissors
- ruler

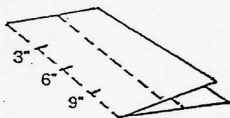
1. Fold 12 x 18 paper in half.



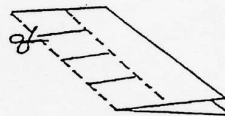
2. Fold each side in half again to make flaps.



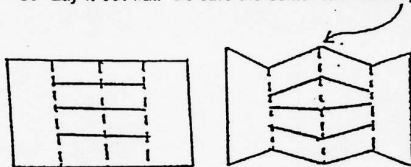
3. Lay it flat (folded in half). Measure edge of first fold into fourths. Mark at 3, 6 and 9 inches.



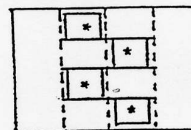
4. Cut through first fold to second fold at 3, 6 and 9 inches to make 3 slits.



5. Lay it out flat. Be sure the center fold faces up.

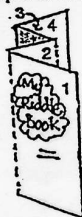


6. Cut the white paper lengthwise into 2 strips. Weave the strips through the slits in the 12" x 18 paper.



* white paper

7. Fold the 12 x 18 paper in half again and fold the flaps back.



8. Gently pull the center folds apart. It will magically open up as a 4 page book. Now you can use the white parts of the book for writing and illustrating.

Ideas for Response Cards or Exit Questions

Write a definition of _____.

Write a Jeopardy question about _____.

Give an example of _____.

Give a non-example of _____.

Describe the importance of _____.

Write a question about _____.

Use this term in a sentence.

Draw a picture of _____.

What might happen if _____ didn't exist?

Act it out.

Compare/Contrast _____ to _____.

Use an analogy.

Make a prediction.

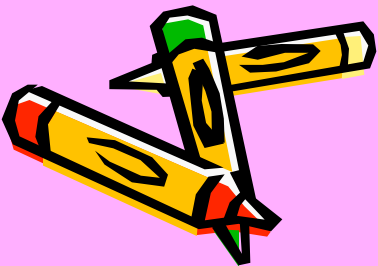
Give a fact.

Make a headline.

Where would you find more information on this?

What profession(s) would need this?

26.





Outcome sentences...

I learned...

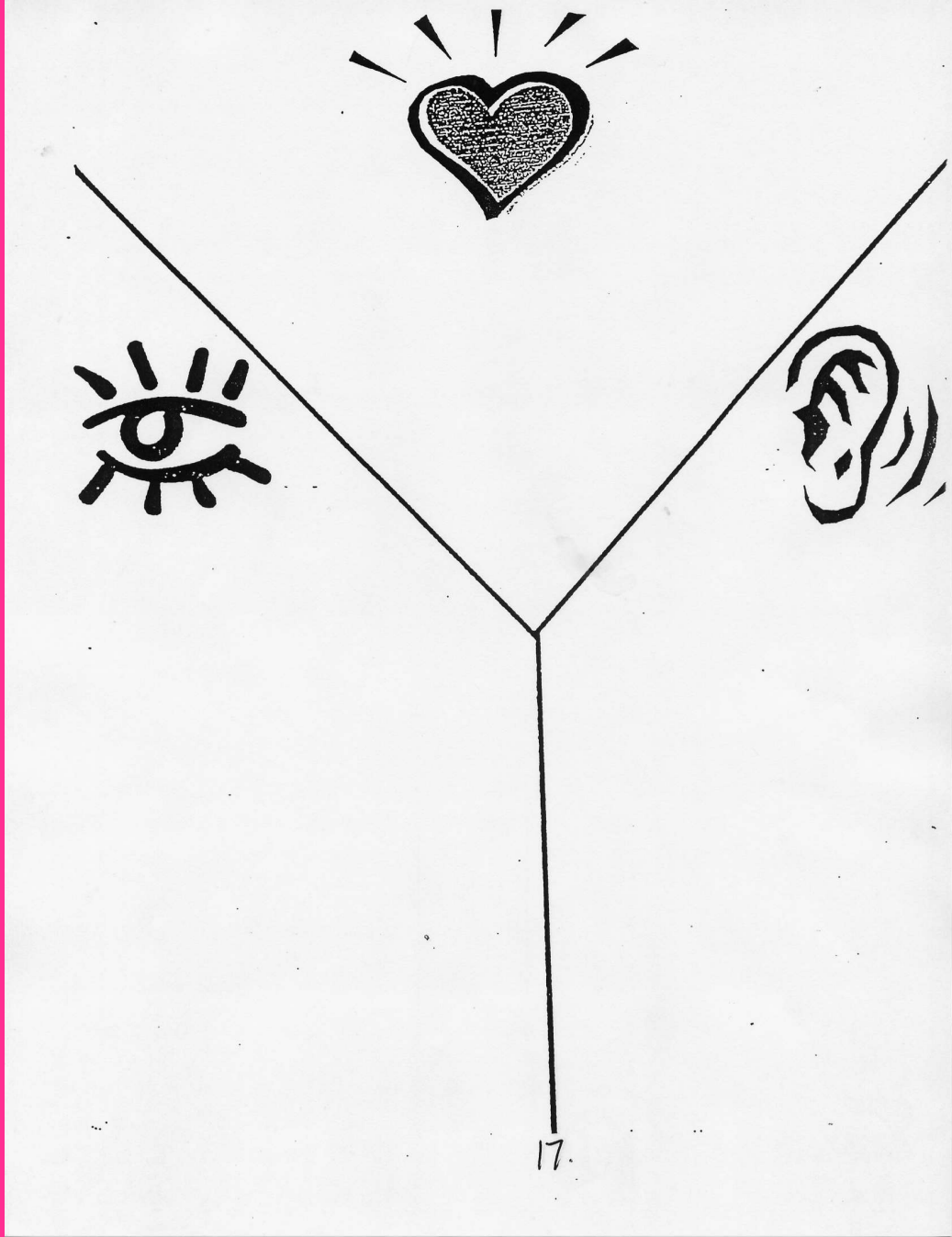
I discovered...

I was surprised...

I am beginning to wonder...

I now realize...

I want to find out more about...



Coaching Guide to DI



Reflections

- 1. What did I learn?**
- 2. How can I use this information?**



TNT

Please keep in touch...
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