

### Differentiated Instruction for ALL Students from the Struggling Learner to the Gifted Learner (Grades 6-12)



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KatieMcKnightLiteracy

@LiteracyWorld

Digital Handout  
is Here:  
[goo.gl/8hblA3](http://goo.gl/8hblA3)  
Or scan



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### What We Will Do Today



- What Differentiated Instruction Is and Isn't
- How is Differentiated Instruction Different in 6<sup>th</sup>-12<sup>th</sup> Grade?
- How Differentiated Instruction Helps ALL Students to Grow?
- Strategies, Methods, and Activities for Differentiated Instruction

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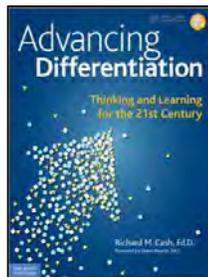
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**Richard Cash, Ed.D.,**  
Former Director of Gifted Education for  
the Bloomington Public Schools, MN,  
author and consultant



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### What Differentiated Instruction Is and Isn't

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### What is Differentiated Instruction, Exactly?

*"Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction."*

---Carol Ann Tomlinson

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### Tenets of Differentiated Instruction



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- **Learning Experiences** are based on diagnosis of student readiness, interest and/or learning profile,
- **Content, Activities and Products** are developed in response to varying needs of varied learners,
- **Teaching and Learning** are focused on key concepts, understandings and skills,

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- **All students participate** in "respectful" and engaging work,
- **Teacher and students** work together to ensure continual engagement and challenge for each learner,
- **The teacher** coordinates use of time, space and activities,

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- **Flexible grouping** ensures consistently fluid working arrangements, including whole class learning, pairs, triads and quads, student-selected groups, teacher-selected groups, and random groups,
- **Time use** is flexible in response to student needs,

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- A variety of **management strategies** (such as learning centers, interest centers, compacting, contract, independent study, collegial partnerships, tiered assignments, learning buddies, etc.) is used to help target instruction to student needs.
- Clearly established **individual and group criteria** provide guidance toward success,
- **Students are assessed** in a variety of ways appropriate to demonstrate their own thought and growth

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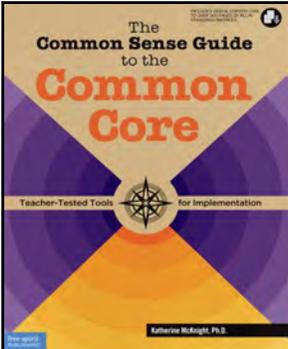
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**Differentiated Instruction and CCSS**

Download Here:  
<http://goo.gl/5ECTfu>



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**10 Critical Factors of Differentiation:  
ALL STUDENTS...**

- 1) **Engage in respectful tasks** that address their readiness levels in each lesson
- 2) **Are challenged** to stretch cognitively & creatively
- 3) **Enjoy the learning** experiences
- 4) **Feel valued & nurtured**
- 5) Know they have **something to contribute**
- 6) **Learn something new** each day
- 7) **Are motivated** through their interests or preferred ways of doing
- 8) Find the classroom experiences **worthwhile**
- 9) **Find value** in what they are learning
- 10) Can **count on peers & adults** for support & guidance

Cash, R. M. (2010). *Advancing differentiation: Thinking and learning for the 21st century*. Free Spirit Publishing.

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### What Differentiation ISN'T!



- An educational **fad**
- **Busy work** for advanced learners
- **Fluff 'n stuff** within preferred ways of doing
- **Individualization**
- The magic **panacea**
- A new version of **tracking**
- Done **all the time**
- Constant **group work**
- **Louder and slower** in the back of the room
- **"On the fly"**

Cash, R. M. (2010). *Advancing differentiation: Thinking and learning for the 21st century*. Free Spirit Publishing.

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### Objectives

- **Know** the definition of differentiation based on readiness, interest & learner profile
- **Be able to (do)** create and implement strategies to differentiate for students
- **Understand** the importance of differentiation to ensure all students are successful

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### Big Questions

- In what ways does providing different options for students assist them in learning?
  - (Content-Based Essential Question)
- In what ways should the options be:
  - Engaging?
  - Equitable?
    - (Self-Assessment)

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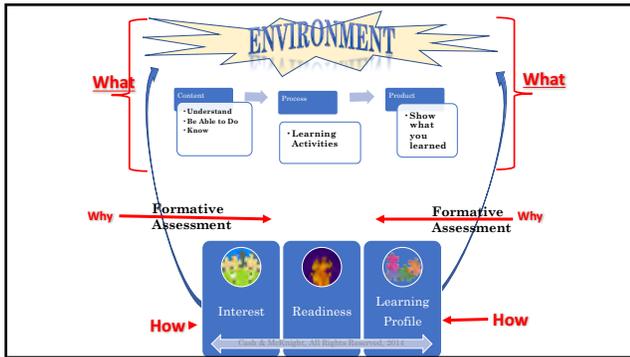
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How is Differentiated Instruction Different in 6<sup>th</sup>-12<sup>th</sup> Grade?

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**Review for Understanding**  
Number off: 1-6

**Remember:** We want to Encourage ALL students toward Higher Level Thinking.

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- 1: **Predict** how DI can improve student achievement. (Use your past experiences to develop your response).
- 2: **Compare** the ideas behind DI to something you already know. (Use your prior knowledge of educational practices).
- 3: **Associate** DI to something other than in the classroom. (Use your life experiences to connect outside the classroom.)
- 4: **Analyze** DI by comparing and contrasting its parts. (How do the 'what' 'how' & 'why' interact to increase student achievement?)
- 5: **Create** a differentiated activity to use in your classroom. (Define what, how & why.)
- 6: **Argue for/against** the use of DI in your classroom. (Be sure to use data to support your argument.)

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## READINESS: Preparedness for NOW




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## Determining Student Readiness: DATA

- Pre-assessments
  - Tests
  - Quizzes
  - Questioning
  - Observation
  - Past performance
  - Collected data
  - Self-assessment/identification
  - Warm-up assignments
  - KIQ (Know, Interest, Question)

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Textual Complexity

What makes a text complex?

What are factors that can make a text challenging for students?

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**Determining Textual Complexity is focused on these three areas:**

**QUANTITATIVE MEASURES:**

**QUALITATIVE DIMENSIONS:**

**READER and TASK CONSIDERATIONS:**

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**QUANTITATIVE MEASURES**

Are aspects that are difficult or impossible for a person to evaluate efficiently.

Examples include word length or frequency, sentence length, and text cohesion. These are typically measured by computer software.

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### QUALITATIVE MEASURES

Levels of Meaning (literary texts) or Purpose (informational texts)

Structure

Language Conventinality and Clarity

Knowledge Demands

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### READER AND TASK CONSIDERATIONS

Include motivation, knowledge, and experiences, while tasks to be considered take into account purpose, complexity, and questions.

Assessments made on reader and task considerations are best done by the teacher who understands the student's knowledge and experiences.

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### Why Tier by Readiness?

- Based on students level of preparedness for the learning activities
- Students who need more/less
  - Development of prior knowledge
  - Language acquisition (academic &/or content)
  - Strategy/skill development (practice)
  - Complex and sophisticated materials
  - Complex thinking
  - Support and guidance (level of independence)

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### Tips for Creating Tiered Assignments Based on Readiness

- Consider why tiering is needed (content or skill development)
- In what way will you tier:
  - Materials
  - Activities
  - Levels of questioning
- Use available resources (don't reinvent the wheel)
- Check for equity in tasks
- Decide how to assign students to activities
- Will the activity be completed alone, partners or small group
- Consider how students will progress through the activities
- Decide on time parameters for activities
- How will you assess that the students can move on
- Don't make your advanced learners "wait" for others
  - Adapted from Heacox, *Making Differentiation a Habit* (2009)

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### Management of Flexible Groups: Consider...

- 1) The necessity of the groups
- 2) The make up, keeping numbers manageable
- 3) The space needed to do the activities
- 4) How long the groups will work together/apart
- 5) How the groups will share their information
- 6) How students move from place to place
- 7) Norms for group work
- 8) How and when to ask for help/assistance
- 9) Practicing forming, working within and navigating back
- 10) How all students participant equitably in the group

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### Why Differentiate Through Interest?

- Interest is the fastest way to engage and motivate students
- Longer retention of knowledge through interests
- Connects information to prior knowledge or experience
- Makes learning fun!

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### Determining Student Interest: DATA

- Use interest surveys (**see Differentiation in the Regular Classroom, Heacox, 2012**)
- Find interest surveys on-line
- Construct your own
- General interests of age/grade level
- Current events
- Getting students interested in the content:
  - Your passions
  - Pre-view of text or unit

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### Centers Designed Through Interests

- Based on students interests to engage in further learning
- Students who need:
  - A reason to engage
  - Stronger learning skills development
  - Deeper or extensions to the content
  - Connection to future learning or careers

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### Resource Booklets on Centers

**Literacy and Learning Centers: Not Just for the Primary Grades eBook**

When most teachers think of learning centers, they think of "stations" in K-3 classrooms. Learn about how Dr. McKnight has been successful using learning centers in middle school and high school classrooms all over the country—in public, private, and parochial schools; in rural, urban, and suburban districts. She has been effective with gifted students, high-poverty students, students with special needs, ethnically diverse students, and English language learners.

Download Dr. McKnight's *Literacy and Learning Centers: Not Just for the Primary Grades* eBook and start setting up your learning centers right away!

<http://goo.gl/OWMrve>





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**Literacy and Learning Centers: Planning for Diverse Students eBook**

"When students are offered clearly focused activities that include a range of choices, challenges, and practice activities, magic happens." Learn how Dr. McKnight's Literacy and Learning Centers model is built on key research-based instructional approaches that foster student growth and achievement, balanced literacy, formative assessment, differentiated instruction, and multi-tiered intervention.

Download Dr. McKnight's *Literacy and Learning Centers: Planning for Diverse Students* eBook and start setting up your learning centers right away!

<http://goo.gl/lhxHFx>





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### What are Learning and Literacy Centers?



In centers, students work in small groups or individually.

Each center has a clearly articulated learning activity.

Each center is designed for students to work individually and collaboratively.

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### Getting Started: A Checklist

- 1 Write out all directions for the students for each center.
- 2 Explain procedures and have them written out and posted in your classroom.
- 3 Create a "make up center" at the end of the rotation so that students can complete any unfinished work. Review and revision are key in the development of literacy skills sets.

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### Getting Started: A Checklist (cont.)

- 4 The teacher should circulate among the groups to facilitate answers and questions about the work OR ***work with students in the Teacher Led Center.***
- 5 Formal assessment occurs when the students have finished the unit.
- 6 When possible, give students a choice at each center.  
  
I like to make a poster for each station.  
Let's look at a model for learning centers.

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A Classroom Picture  
Sample Centers for First Rotation



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Additional Centers: ELA



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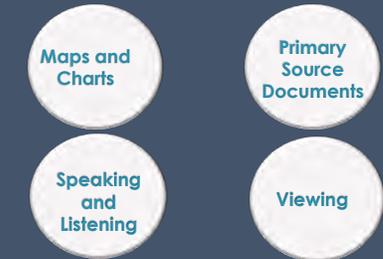
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Additional Centers: Social Studies



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**Additional Centers: Science**

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**Additional Centers: Mathematics**

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Do you want more information about Literacy and Learning Centers?  
I am launching a website for Literacy and Learning Centers (for the Big Kids) in two weeks.

Sign up for my newsletter at [www.KatherineMcKnight.com](http://www.KatherineMcKnight.com)  
Receive announcements when the site is launched.  
Information about upcoming conferences.

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**Learner Profile:  
Ways of Learning & Performing**

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**Knowing the Difference**

- **Modality:**
  - Uses the senses to gather information
  - Most common: visual, auditory, kinesthetic
- **Cognitive Preferences: Known as “style”**
  - Preferred ways of performance
  - Most common is Gardner’s Multiple Intelligence

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**Why Differentiate Through Learning Preference?**

- Recognizes that all students learn in different ways
- Allows students to work in preferred style or modality
- Can be used to stretch learners in unfamiliar modes or preferences
- Connects learners to the content
- Can make learning fun!

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**Your Turn**

- Consider during a unit of study when students will need:
  - Different types of learning experiences
  - Different assessments
  - Enrichment, enhancement or extension
- Construct at least 3 activities based on the same outcome but different approaches.

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**Some Reminders**

Start small and build

Don't reinvent the wheel

What lessons, activities and resources do you have in your bag of tricks that can be revised?



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