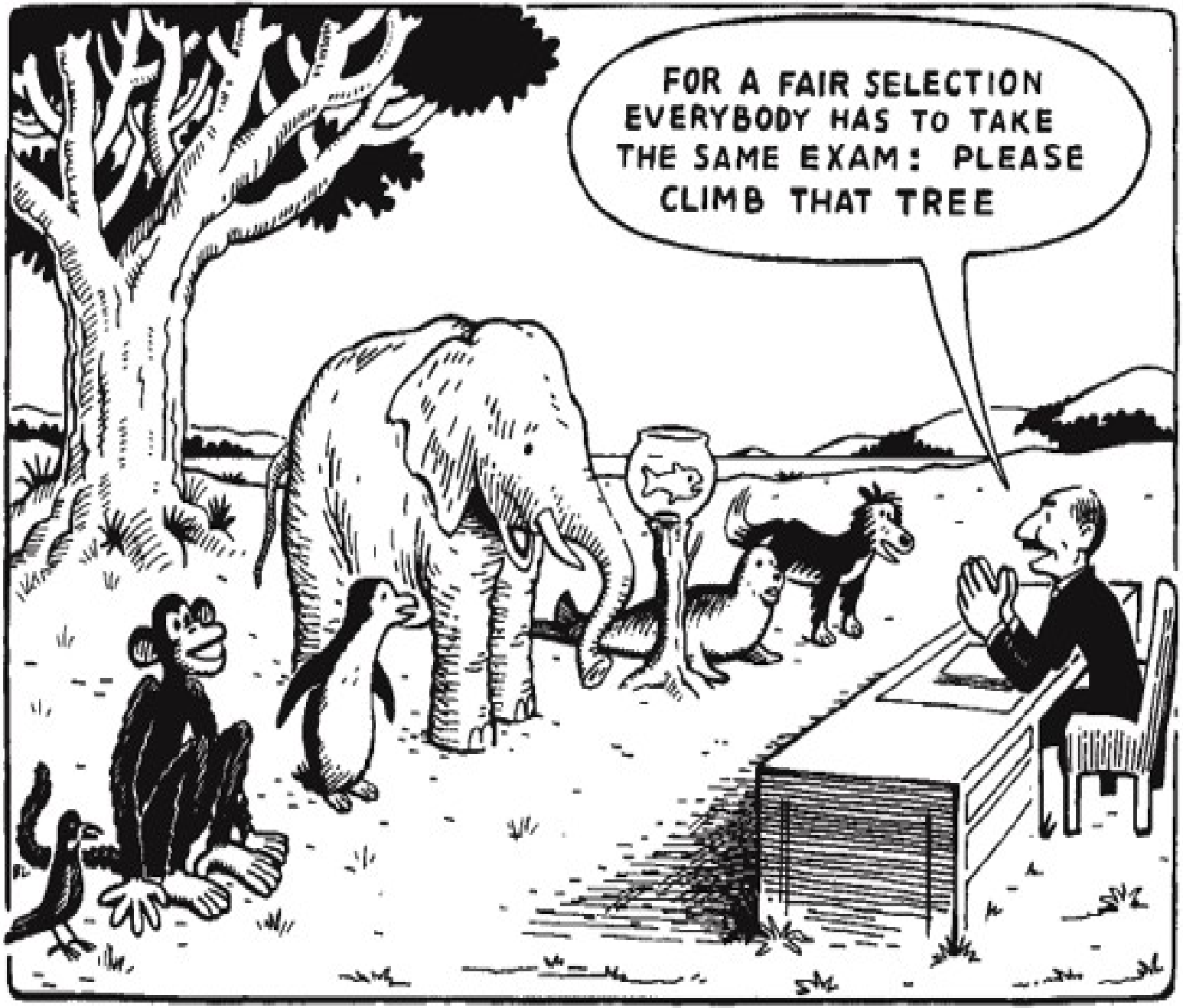
Heterogeneous Classrooms? Differentiated Instruction?

Shoshana Plavin July 22nd, 2015

How do you feel when you walk into your classroom facing pupils at many different levels?


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

Why Differentiated Instruction?

Classrooms are filled with students who:

- have different needs
- come from different educational backgrounds
- have different attention spans and interests
- have different language abilities
- have different cultural backgrounds

Characteristics of a Heterogeneous Class

- A class of individuals
- Each pupil has a variety of skills and potential
- Successful and unsuccessful learners
- A multitude of interests
- Diverse attitudes towards learning a language
- Diverse language learning experiences

(Skehan, 1998, Millrod, 2002, Ur, 2005)

We don't get to decide whether we have challenging students in our classes, but we can certainly decide how we respond to them. Although making that choice wisely isn't guaranteed to eliminate problems, it dramatically reduces them. More important, it positions a teacher to make a positive difference in the lives of those students who most need mentors, advocates, and champions.

(Tomlinson, 2012)

Traditional	Differentiated
Assessment at the end of a unit	Assessment ongoing; informs instruction
Dominance of whole class **instruction**	Variety of instructional strategies; groups
Textbooks the main instructional **resource**	Multiple types of materials
Teacher the main **problem solver**	Students engaged in solving problems
Quantitative focus on assignments	Qualitative focus to assignments
Commercially prepared **worksheets** the primary method of practicing skills	Students use multiple methods of skill practice
Convergent questions dominate and single correct answers rewarded	Questions asked frequently by students as well as teachers, open-ended questions; divergent thinking
Instruction time predetermined and relatively fixed for assigned tasks	Student assessment determines how much time spent on a task or project

Rita Pierson Ted Talks (2012)

"Curriculum and instruction that are relevant to students, complement their intelligence, and fit their current level of proficiency can replace frustration with participation."

Unless there is a connection between teacher, student and lesson, learning becomes tiresome to all involved.

DI Classroom Rules

English Language Learner Profile **My name is:_____** **I am in Grade _____**	**Often**	Some-times	**Not yet**
Reading 1. I am a good reader in English.			
1. I like to read in English.			
1. I like to read _____ books.			
1. I use a dictionary when I don't know a word.			
1. I like to read in English outside of school.			
1. I learn about the world when I read in English.			
1. I learn new words when I read.			
1. I use pictures to help me understand words.			

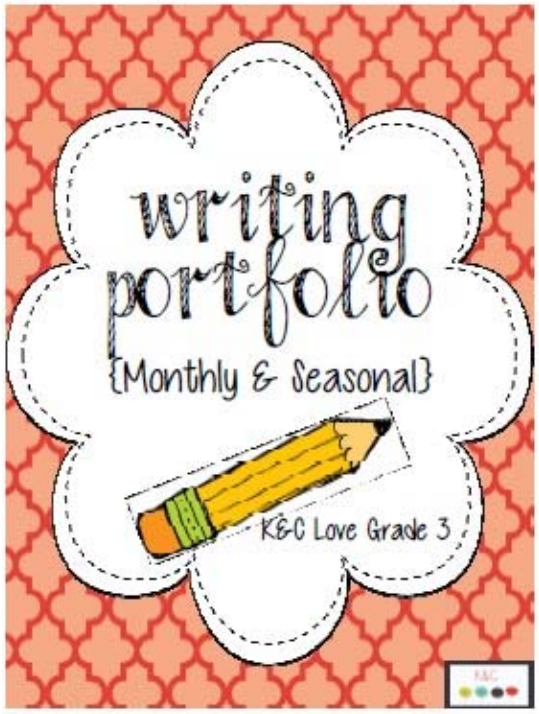
Process and Products

Process is how the learner comes to make sense of, understand, and "own" the key facts, concepts, generalizations, and skills of the subject.

*Give students **choices** about how they express what they learn during a task providing options, such as:*

- creating a cartoon,
- writing a letter to the editor,
- making a diagram as a way of expressing what they understand about the topic of the task,

Process and Products



- a portfolio of student work,
- an exhibition of solutions to real-world problems that draw on knowledge, understanding, and skill.

Readiness: providing different levels of difficulty.

Students design products around essential learning goals.

Students express what they have learned in varied ways.

Allow for flexible grouping.

Encourage use of varied types of resources in preparing products.

Provide product assignments at varying degrees of difficulty to match student readiness.

Use a variety of alternative assessments, (rubrics for pre, peer, group, self).

Work with students to develop rubrics of quality that allow for demonstration of both whole-class and individual goals.

Hattie's winning factors that influence student achievement (2011)

Self-reported grades

Tasks according to ability level

Formative evaluation

Micro-teaching

Mediation for challenged learners

Teacher feedback

Steps in Planning for Successful Outcomes through Differentiation

- Map the test (next slide)
- Fill in graph with results
- Formulate work plan according to results of tests (skill groupings, enrichment)

קבוצה	שולטים היטב 90-100	שולטים 70-89	שולטים חלקית 55-69	מתקשים 41-54	אינו שולט 0-40
פרקטיקה מוצע	שרה 93	חוה 88	לאה 55		יונית 15
					תמי 37
				מלכה 54	

תוכנית עבודה דיפרנציאלית בעקבות מיפוי למבחן במקצוע __אנגלית_____

שם המורה: **כיתה:** **תאריך:**

אסטרטגיות לטיפול ברמת הכיתה

מוקדי קושי (לנסח ברמה של הישגים נדרשים)		**דרכי עבודה ופעילויות מתוכננות**	**חומרי למידה**	**תפוקות מצופות מדדי הצלחה**	**;; לו"ז**
1					
2					
3					

אסטרטגיות לטיפול ברמת קבוצה

קבוצות הקניה	**מוקדי קושי** (לנסח ברמה של הישגים נדרשים)	**דרכי עבודה ופעילויות מתוכננות**	**חומרי למידה**	**תפוקות מצופות מדדי הצלחה**	**מועד לבדיקה לו"ז**
1					
2					
3					
4					
5					
6					

אסטרטגיות לטיפול ברמת פרט

שם התלמיד	**מוקדי קושי** (לנסח ברמה של הישגים נדרשים)	**דרכי עבודה ופעילויות מתוכננות**	**חומרי למידה**	**תפוקות מצופות מדדי הצלחה**	**מועד לבדיקה לו"ז**

Example: Tiered Writing Prompts

meitzav 2015

A Write about an object that you wouldn't want to live without. You can use the following questions to help you. • What object is it? • Why did you choose it? • How would your life change without it? • What could you use instead of it? Write 70-80 words. Pay attention to spelling, grammar and punctuation.	**B** כתבו על חפץ שלא הייתם רוצים לחיות בלעדיו. Also in English (**note changes**) אתם יכולים להיעזר בשאלות שלפניכם: • איזה חפץ זה? • מדוע בחרתם בחפץ זה? • איך חייכם ישתנו ללא חפץ זה? כתבו 40-50 מילים. הקפידו על דקדוק נכון, על כתיב נכון ועל סימני פיסוק.

Writing Prompts (cont'd)

Weakest

C Name 3 objects that you own (use a dictionary)

Alphabetize the words.

Write a sentence for each object.

Choose one and write a description. Then write why it is important to you.

Weakest

C כתבו 3 חפצים שחשוב לכם (תשתמשו במילון)

סדר את המילים לפי א'-ב'

תכתב משפט לכל אחד

תבחר 1 ותכתוב תיאור של חפץ ולמה הוא חשוב לך.

Example for working on levels in reading (British Council site)

Extension for stronger pupils

- Have early finishers write vocab. on board with definitions
- Rewrite part of the text in a different person/tense
- Write their personal opinion of the text/short summary
- Write questions

Support for weaker pupils

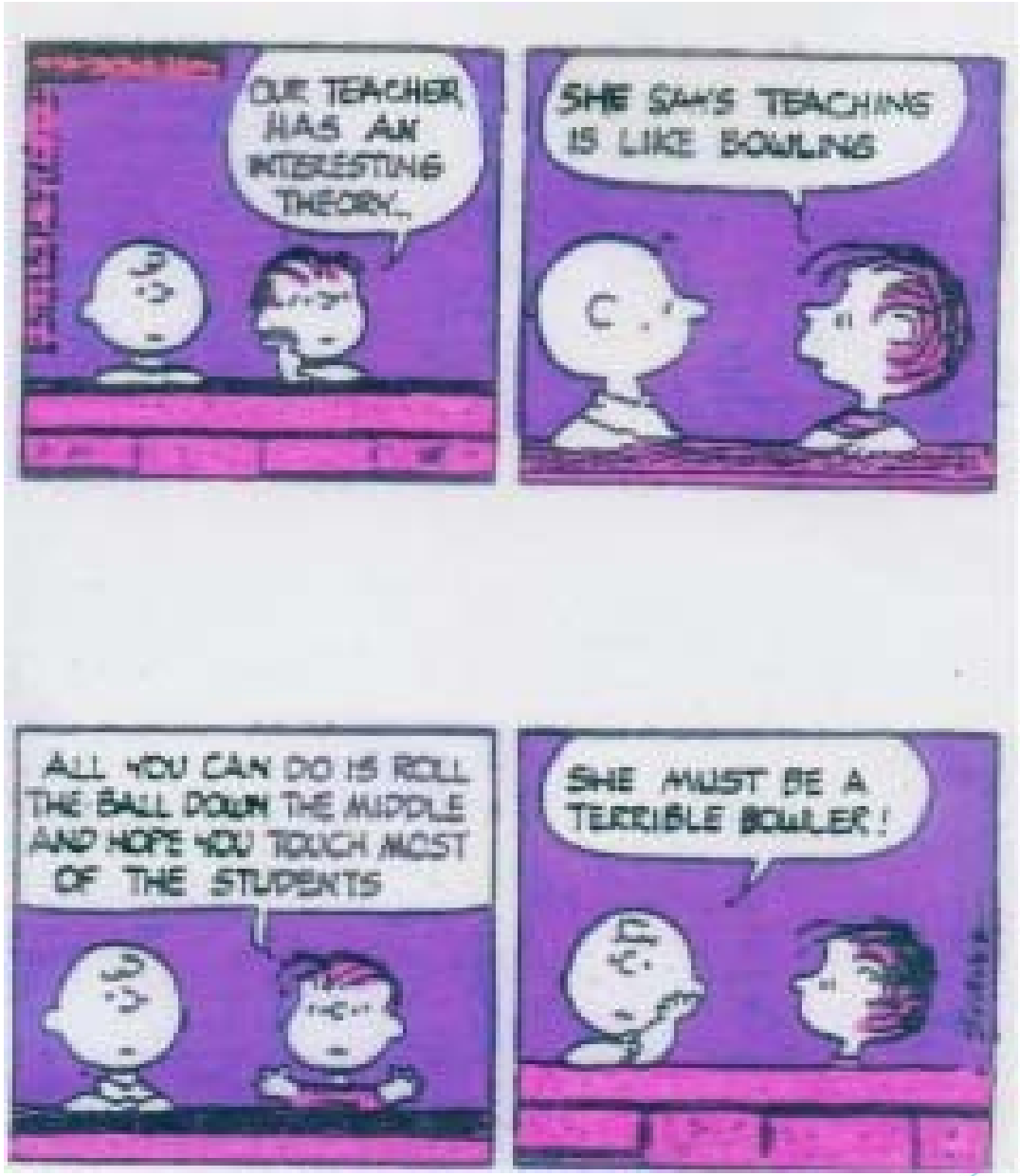
- Pre-teach difficult vocabulary and leave on the board including visuals
- If there are gaps, give pupils answers to choose from with a few extras
- Use pre-reading strategies to set the scene
- Break the text into chunks and give the option of reading only some of the text

Suggestions for Heterogeneous classes

- Extensive reading – write stories and share
- Writing program
- Teach dictionary skills
- Word-a-day
- Prepare a time-line about the family
- Re-tell story to group
- Mitzvah notes
- Survey eating, reading or other habits in family
- Bring in and describe a favourite recipe from home
- Poem about a family member
- Spelling bee
- Pupil mentoring
- Rewards for weaker pupils
- Reflection on learning

Effective DI depends on:

- Setting clear goals for learners even on different levels
- Giving clear instructions especially to the weak learners even in Hebrew to help them become independent
- Error correction should be minimal for weaker students while stronger for better students
- Setting clear guidelines for working in groups
- “Ask 3 then me”
- Set of useful dictionaries for creative writing
- Challenging pupils at their level of readiness


OUR TEACHER HAS AN INTERESTING THEORY...
SHE SAYS TEACHING IS LIKE BOWLING
ALL YOU CAN DO IS ROLL THE BALL DOWN THE MIDDLE AND HOPE YOU TOUCH MOST OF THE STUDENTS
SHE MUST BE A TERRIBLE BOWLER!

Fair Isn't
everyone getting
the same thing.
Fair Is
everyone getting
what they need in order
to be
Successful!