



MODULE 7 DIFFERENTIATED INSTRUCTION IN TIER 1

Participant Workbook

ARKANSAS RESPONSE TO INTERVENTION MODULE SERIES

Module 7: Differentiated Instruction in Tier 7

Activity 1: Activator Activity

Directions: In the first column, answer the questions related to differentiated instruction. Leave the second column empty. We will revisit this activity at the end of the module.

Question	What I think	What did I learn? Questions I still have?
What is differentiated instruction?		
How do teachers differentiate instruction?		
How do teachers prepare their students and classrooms for differentiated instruction?		
What does differentiated instructions look like in the classroom?		

Activity 2: Traditional or Differentiated Classroom

Directions: Read each description. Determine if the description describes a traditional or differentiated classroom.

Traditional	Differentiated	Description
		Different grouping formats (e.g., whole group, small-group, pairs) are used for instruction.
		Instruction is largely provided in a whole group setting.
		When teachers assign students to work in groups, the groups are usually static, based on achievement level (e.g., low, middle, & high achievers).
		Teachers employ flexible grouping practices based on student learning needs and interest.
		Challenging and engaging tasks are assigned to all students and instruction is provided in multiple ways.
		Instruction is at the level of the middle achievers and provided one way.
		Instructional tasks are aligned with grade-level standards and the same assignment is assigned to all students.
		While aligning with grade-level standards, instructional tasks are designed to address students' needs and differences. Several assignment choices are offered.
		In addition to summative assessment, the teachers use formative assessment to guide instruction.
		Teachers use summative assessment to assess students' knowledge.
		"Fair" means that every student works on the same tasks. "Success" means making a good grade or mastering the material.
		"Fair" means that each student works a task, which may be the same or different than their peers', to meet his or her needs. "Success" refers to an individual student's academic growth.

Activity 3: Grouping for Effective Instruction

Directions: With your team, identify what you believe are the advantages, instructional focus, and group formation for each type of student grouping.

Grouping	Advantages	Instructional Focus or Activities	Group Formation
Whole Group			
Homogeneous Small Groups			
Partners			
Heterogeneous Small Groups			
One-on-One			

Activity 4: Assessments

Directions: With a partner, determine the purpose of each type of assessment and develop a list of classroom examples.

Assessment	Purposes	Example Assessments
Pre-Assessment: Before a lesson or unit		
Formative Assessment: During a lesson or unit		
Summative Assessment: After a lesson or unit		

Activity 5: Using Data to Differentiate

Directions: In groups, use the data below to discuss the questions with your team.

Step 1: Analyze the data. What does the data tell you about what the student does and does not know?

Step 2: Identify barriers and challenges.

Step 3: Group students homogeneously or heterogeneously.

Step 4: Plan instructional methods, materials, and assessments.

What does the data tell you about what the student does and does not know?	
Possible barriers and challenges	
Possible Grouping	
Plan instructional methods, materials, and assessments	

<u>Class List</u>	<u>Recommended Instruction Level</u>	 <u>ORF</u>
		Assessment 2 Target 92
Williams, Trevor	Intensive	13 (HR)
Kamat, Zeddy	Intensive	20 (HR)
Brown, Marques	Intensive	36 (HR)
Jenkins, Nehemie	Intensive	51 (HR)
Turin, Amir	Intensive	60 (HR)
Marsainvil, Connor	Intensive	66 (HR)
Lee, Daniel	Strategic	67 (MR)
Montanez, Selina	Strategic	67 (MR)
Almonor, Jean	Strategic	73 (MR)
Hernandez, Jasmine	Strategic	78 (MR)
Francois, Nicole	Strategic	83 (MR)
Jean-Philippe, Henry	Strategic	85 (MR)
Ray, Sarah	Strategic	85 (MR)
Valmyr, Luis	Strategic	91 (MR)
Gainous, Kanadra	Initial	93 (LR)
Lawton, Jakhari	Initial	104 (LR)
Belony, Jermaine	Initial	106 (LR)
Cimeus, Bryan	Initial	122 (AA)
Brooks, Ashley	Initial	132 (AA)
		Next Target 110

Sarah	Conner	Trevor	Zeddy	Ashley
...likes to be asked to do things by the teacher. She is interested in fitting in and speaks out often in class. She has a wild imagination and loves to read, but her comprehension skills are below grade level.	...is hyperactive and likes to dance around the room when class is near the end. He pays attention more when audio/visual is used in the classroom. He is a solid reader and enjoys excelling and being the "best." He gets very excited to start new books, but they don't hold his attention for long.	...does not feel a connection to school. He is a very intelligent student, but he "follows." He seems to do well in every type of activity when he applies himself. He has exhibited strong reading skills, but does not always complete work.	...struggles in reading and significantly below grade level. He is an expert hunter and fisherman and knows more about the outdoors than anyone. He enjoys hands-on activities the best. His reading and writing skills have only slightly improved over the last two years.	...is a very quick learner. She seems to get things just by listening. She likes to excel. She is very concerned about rules and right versus wrong. She is a natural leader. Her reading and writing skills are both above grade level.

Student Assessment Results	Instructional Focus and Group	Reading Concepts and Skills Needed/Expectation
Sarah 85 Zeddy 20 Connor 66 Trevor 13 Ashley 132	Phonemic Awareness	<ul style="list-style-type: none"> • Difficulty distinguishing B and D sound in words (Trevor) • Difficulty distinguished beginning and medial sounds (Zeddy)
	Phonics/decoding	<ul style="list-style-type: none"> • Difficulty decoding CVC words (Zeddy and Trevor) • Difficulty decoding multisyllabic words (Connor)
	Fluency	<ul style="list-style-type: none"> • Need to increase rate of accuracy when reading Zeddy, Connor, Sarah)
	Vocabulary	<ul style="list-style-type: none"> • Needs background knowledge to gain meaning from new words/ELL (Connor)
	Comprehension	<ul style="list-style-type: none"> • Needs to develop higher order thinking skills (questioning and inferring) to comprehend above-grade-level text (Ashley) • Difficulty identifying main idea and details (Trevor, Sarah, Zeddy)