

"Differentiating Instruction:
Techniques, Tools, and Joy to
Reach and Teach Every Student
in the General Education
Classroom!"

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Differentiated Instruction Defined

Differentiated instruction has been described as a teaching philosophy based on the premise that teachers should adapt instruction to student differences because “one size does not fit all” (Willis & Mann, 2000).

Differentiated instruction can be defined as a way for teachers to recognize and react responsively to their students’ varying background knowledge, readiness, language, preferences in learning, and interests (Hall, 2002).

Starr (2004) defines it this way: “At its most basic level, differentiating instruction means shaking up what goes on in the classroom so students have multiple options for taking in information, making sense of ideas, and expressing what they learn. In other words, a differentiated classroom provides different avenues to acquiring content, processing or making sense of ideas, and developing products.”

How do I differentiate?

1. _____
2. _____
3. _____
4. _____

Materials from, Villa, Thousand, & Nevin (2013) *A guide to co-teaching: New lessons and strategies to facilitate student learning* (3rd ed.) and Thousand, Villa, & Nevin (2015) *Differentiating instruction: Planning for universal design and teaching for college and career readiness* (2nd ed), Thousand Oaks, CA: Corwin Press.

Using the Power of Two or More! Student and Class Mismatch and Solution Brainstorm

Worksheet

Facts About the Student Name:	Facts About the Class/Lesson Class:	Mismatches Between Student Facts & Class/Lesson Facts	Brainstormed Potential Solutions to Mismatches Between Facts
<i>Strengths</i>	<i>Content demands</i>		
<i>Interests</i>			
<i>Learning Style(s)</i>			
<i>Multiple Intelligences</i>	<i>Product Demands (including how students are graded?)</i>		
<i>Important Relationships</i>	<i>Process Demands</i>		
<i>Goals/Concerns</i>			
<i>Other Information</i>			

Table 2.3 Student and Class Summary for Kevin

Facts About the Student Name: Kevin	Facts About the Class/Lesson Class: Science/Social Studies	Mismatches Between Student Facts and Class/Lesson Facts	Potential Solutions to Mismatches Between Facts
<p>Strengths/Interests: Stamp collecting Story telling</p> <p>Learning style(s): Auditory/ learner</p> <p>Multiple Intelligences: Visual/spatial Interpersonal</p> <p>Important Relationships: Jose and Francisco, both of whom are in the class</p> <p>Other: Relates well with younger students Likes being in a leadership role Good decision maker when given choices</p> <p>Goals/Concerns: Reads and writes independently at first grade level Walks out when frustrated Refuses to participate in oral reading activities Fall quizzes and tests Doesn't do homework</p>	<p>Content Demands: Both science and social studies texts have a third grade readability level. Following teacher lecture, the students take turns reading orally, up and down the rows, from the textbook.</p> <p>Process Demands: Teacher lecture Oral reading Independently answering, with short written answers, the questions from the textbook Small group activities one day a month to review previously taught content</p> <p>Product Demands: Published tests Teacher-designed quizzes Short written answers to questions from text. Start in class; complete unfinished as homework Each student selects a topic for an independent report from either science or social studies</p> <p>How are students graded?: Quizzes and tests with preset mastery criteria Homework and report reviewed by teacher: grades assigned</p>		

Brainstormed Solutions to Address Mismatches Between Kevin and the Content, Process, and Product Demands of the Third Grade Science and Social Studies Class

Doesn't Do Homework

- Don't assign Kevin homework.
- Change the name from homework to "home fun".
- Ask him why he doesn't do the homework.
- Provide him with material he can read for homework.
- Give him the questions on audiotape and allow him to dictate his answers.
- Provide him with support through a homework club or homework buddy before school, at lunchtime, or after school.
- Create a homework menu from which he selects a homework option.
- Create a contingency contract and reward him for doing his homework.
- Make him the homework monitor.
- Assign him a homework buddy who calls him on the phone and records their collective answers to the questions.
- Hold a student-parent-teacher conference.

Walks Out of Class When Frustrated

- When you sense that he is frustrated, send him on a mission; legitimize his leaving class.
- Teach him to monitor breathing, pulse rate, sweating in his palms and have him signal when he is frustrated so he can think about what has led up to the frustration and change it.
- Initially allow him to leave four times a week and gradually decrease the amount of times he can leave the class.
- Assign him more leadership roles within the class.
- Create an in-class time-out space where he can go rather than leaving the class.
- Structure more cooperative group assignments.

Oral Reading From a Textbook That is Too Difficult

- Stop oral reading up and down the rows.
- Rehearse with Kevin the content that he will be assigned to read.
- Arrange for him to read with a partner
- Use "Literature Circles".
- Do choral or echo reading.
- Ask him to paraphrase or summarize what has been said thus far when it is his turn to read.
- Teach reading in the content area.
- Assign him the role of randomly calling on students to read thereby breaking up the predictability of who will read when.

Independent Research Paper

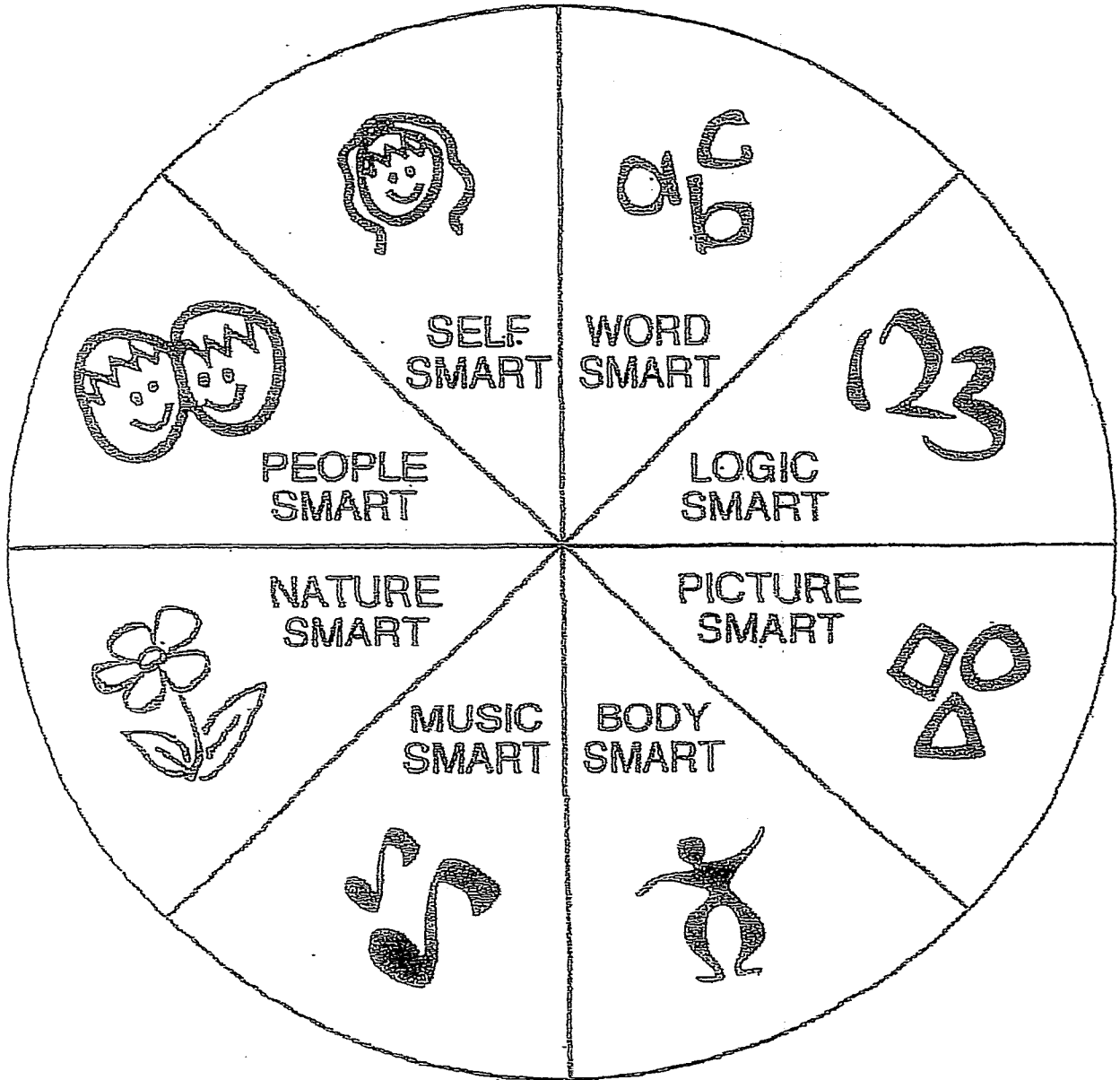
- Assign the paper as a partner or group product.
- Change the format-allow oral or PowerPoint presentations, create posters or other visual representations.
- Allow Kevin to teach what he has learned to younger students.
- Chunk it-meet with him periodically throughout the year to review the parts that are done.

Failing Grades on Tests and Quizzes

- Test Kevin orally.
- Hold him accountable for less information.
- Place less weight on tests and quizzes.

Refuses to Do Some Tasks

- Ask Kevin why he does not do those tasks.
- Collect data to see which tasks he refuses to participate in.
- Increase the use of partner and group work.
- Allow him to select one task a day that he does not want to do.
- Vary tasks and allow choice so that students with various strengths have an opportunity to use them.



MI Pizza

KINESTHETIC INTELLIGENCE

These learners...

- Do well in competitive sports
- Move, twitch, tap, or fidget while sitting in a chair
- Engage in physical activities such as swimming, biking, hiking, and skateboarding
- Need to touch people when they talk to them
- Enjoy scary amusement rides
- Demonstrate skill in a craft such as woodworking, sewing, or carving
- Cleverly mimic other people's gestures, mannerisms, or behaviors
- Learning activities: field trips, role-playing, labs, sports/games, cooperative learning, experiments

LINGUISTIC INTELLIGENCE

These learners...

- Like to write
- Spin tall tales or tell jokes and stories
- Have a good memory for names, places, dates, or trivia
- Enjoy reading books in their spare time
- Spell words accurately and easily
- Appreciate nonsense rhymes and tongue twisters
- Like doing crossword puzzles or playing games such as Scrabble or Anagrams
- Learning activities: speeches, debates, discussion, storytelling, reports, crosswords, newspapers, Internet, reading, writing

LOGICAL-MATHEMATICAL INTELLIGENCE

These learners...

- Compute arithmetic problems quickly in their head
- Enjoy using computers
- Ask questions like "Where does the universe end?"
- Play chess, checkers, or other strategy games, and win!
- Reason things out logically and clearly
- Devise experiments to test out things they don't understand
- Spend lots of time working on logic puzzles, such as Rubik's Cube
- Learning activities: puzzles, outlines, timelines, analogies, patterns, problem-solving, lab experiments, formulas

SPATIAL INTELLIGENCE

These learners...

- Spend free time engaged in art activities
- Report clear visual images when thinking about something
- Easily read maps, charts, and diagrams
- Draw accurate representations of people or things
- Like it when you show movies, slides, or photographs
- Enjoy doing jigsaw puzzles or mazes
- Daydream a lot
- Learning activities: artwork, photographs, math manipulatives, graphic organizers, posters, charts, illustrations, cartoons, props for plays

INTERPERSONAL INTELLIGENCE

These learners...

- Have a lot of friends
- Socialize a great deal at school or around the neighborhood
- Seem to be street smart
- Get involved in after-school activities
- Serve as the family mediator when disputes arise
- Enjoy playing group games with other children
- Have a lot of empathy for the feelings of others
- Learning activities: group video, film, slides, team computer programs, thing-pair-share, cooperative tasks, jigsaws, conferences

INTRAPERSONAL INTELLIGENCE

These learners...

- Display a sense of independence or strong will
- React with strong opinions when controversial topics are being discussed
- Seem to live in their own private, inner world
- Like to be alone to pursue some personal interest, hobby, or project
- Seem to have a deep sense of self-confidence
- March to the beat of a different drummer in their style of dress, behavior, or general attitude
- Motivate themselves to do well in independent study
- Learning activities: reflective journals, learning logs, goal-setting journals, independent reading, silent reflection, diaries

MUSICAL INTELLIGENCE

These learners...

- Play a musical instrument
- Remember melodies of songs
- Tell you when a musical note is off key
- Say they need to have music on in order to study
- Collect tapes or CDs
- Sing songs to themselves
- Keep time rhythmically to music
- Learning activities: background music, songs about books, people, countries, historic events, raps, jingles, choirs

NATURALIST INTELLIGENCE

These learners...

- Enjoy learning about the natural world
- Find relaxation in the natural world
- Enjoy the company of pets
- Are fascinated by how nature works
- Can process and classify sensory input from nature
- May find it easy to remember names for animals, insects, plants, etc.
- Learning activities: working outside, field trips, environmental studies, bird watching, nature walk, stargazing, exploring nature, ecology studies, identifying elements of nature

MI Scenarios

1. **Zachary** struggles to write anything legibly. He figures out the fewest words he has to write in order to get an acceptable grade on assignments. Zachary spends as much time outdoors as he can; he has an intense interest in animals of all sorts. He often appears to be daydreaming in class, but he thoroughly enjoys drawing pictures of things in the environment. His favorite subject is science.

2. **Deeandre** complains when has to interact and share materials with other classmates. During lunch, study period, and free time he often is found alone, intently reading books and material he says he finds interesting. His school counselor is worried that he may be withdrawn. When Deeandre writes about things, he usually relates the topic to something about himself. He enjoys writing in his personal journal. His parents report that he carefully completes his homework thoroughly. When given a choice, he chooses to do projects alone rather than with a partner or in a group.

3. **Suzette** often is observed in intense conversation with classmates in and outside of her classes. She is especially sought out by peers seeking advice or a friendly ear to listen to their important issues, feelings, thoughts, or concerns. Suzette is viewed as a leader by her classmates.

4. **Sandra** does not have movement in her lower extremities and uses a wheelchair to get around the classroom and school. When Sandra is not engaged by an interesting activity or lesson or a topic of interest to her, she takes the headband or barrettes from her hair and drums them on her desk or the lap tray of her wheelchair.

Materials from, Villa, Thousand, & Nevin (2013) *A guide to co-teaching: New lessons and strategies to facilitate student learning (3rd ed.)* and Thousand, Villa, & Nevin (2015) *Differentiating instruction: Planning for universal design and teaching for college and career readiness (2nd ed)*, Thousand Oaks, CA: Corwin Press.

In what ways might we (IWWMW) use student MI strengths to ...

← CATEGORIZE →

Student	Gather Facts About the Learner	Brainstorm	Differentiate & Access Content	Differentiate Product	Differentiate Process
Zachary					
Deeandre					
Suzette					
Sandra					

Table 5.4 Sample Web-Based Resources to Differentiate Content: Multiple Means of Representation

Title:	<i>Adobe Reader</i>
Link:	https://www.adobe.com/products/reader.html
Description:	<i>Adobe Reader</i> is a free application that, according to Adobe, is installed on 90% of all personal computers. This application is typically used to open PDF documents for easy reading and basic editing. However, it also includes a basic text-to-speech tool, called Read Out Loud. Please note: The Read Out Loud functionality only works with files that are not password protected and are tagged properly. If either of these conditions are not met, Read Out Loud simply says, "Blank Page."
Features:	Text-to-speech, Adobe, free, cross-platform
Tutorial:	http://youtu.be/55ufOoCZRro
Cost:	Free
Platform:	Mac, Windows
Title:	<i>Wiggle Works</i>
Link:	http://teacher.scholastic.com/products/wiggleworks/index.htm
Description:	<i>Wiggleworks</i> is a reading program that addresses each of the five areas that were highlighted in the 2000 National Reading Panel Report: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. These concepts are taught through interactive computer-based activities that allow a story to be read aloud. Students can also record their own voices, narrating the story. In addition, readers at different levels are available to further reinforce reading concepts.
Features:	Computer and book-based, scaffolded reading levels, Phonemic Awareness, Phonics, Vocabulary, Comprehension, Fluency
Tutorial:	http://www.montgomeryschoolsmd.org/departments/hiat/tech_quick_guides/adobe_readout_loud.pdf
Cost:	Cost varies by package purchased
Platform:	Mac, Windows
Title:	<i>QR Codes</i>
Link:	https://pinterest.com/shannon_p_long/qr-codes-in-the-classroom/
Description:	<i>Wikipedia</i> has a large number of articles that are available in different languages. One of these "languages" is Simple English. According to the <i>Wikipedia</i> Simple English home page, there are 111,991 articles in the Simple English format. This format provides information with basic English vocabulary and shorter sentences.
Features:	Basic English vocabulary, shorter sentences, varied topics

Table 5.4 (Continued)

Tutorial:	Type your term in any of the "Search" boxes on the webpage noted above. You should see the Simple English logo in the upper left-hand corner of each page. If you are not sure that you are in the Simple English section of <i>Wikipedia</i> , type in your search term and scroll down the left-hand column of the page (many languages are listed here) until you find "Simple English." Click on Simple English, if it has not already been selected. Please note: There are more than 100,000 articles in the Simple English, but not every topic is available in this format.
Cost:	Free
Platform:	Web-based
Title:	<i>QR Voice</i>
Link:	http://qrvoice.net/
Description:	<i>QR Voice</i> converts text typed into the site into custom QR codes. The user can type messages up to 100 characters. When those QR codes are scanned with a QR code reader (e.g., <i>i-Nigma</i> , <i>Google Goggles</i>), the text is spoken aloud.
Features:	Simple QR Code Generation, synthesized speech, 100-character limit
Tutorial:	http://youtu.be/y14ws-A-yqY
Cost:	Free
Platform:	Web-based
Title:	<i>QR Stuff</i>
Link:	http://www.qrstuff.com/
Description:	<i>QR Stuff</i> is one of many QR Code creation websites. Users can create QR codes that link to websites, videos, text, virtual business cards, and much, much more.
Features:	Simple QR Code Generation
Tutorial:	http://youtu.be/dRcEXEHwK-c
Cost:	Free
Platform:	Web-based
Title:	<i>ThingLink</i>
Link:	http://www.thinglink.com/
Description:	<i>ThingLink</i> allows the user to import an image and then make that image interactive by adding "hotspots." Those hotspots can link to external websites, images, or videos.
Features:	Simple QR Code Generation
Tutorial:	http://youtu.be/dRcEXEHwK-c
Cost:	Free
Platform:	Web-based

Title:	<i>TarHeel Reader</i>
Link:	http://www.tarheelreader.org
Description:	<i>TarHeel Reader</i> is a website containing “books” written by students and adults with disabilities, their teachers, and other related service personnel. These books all contain simple sentences about different aspects of a topic, paired with a picture or drawing. Rudimentary text-to-speech is built into each book. The simple navigation and book structure allow students with even the most significant disabilities to have access to the core curriculum. This site also has materials that are appropriate for younger students.
Features:	Text-to-speech, simple navigation, multiple topics/subjects, foreign language options
Tutorial:	http://youtu.be/MF3yGOW3KQs
Cost:	Free
Platform:	Web-based
Title:	<i>Google Translate</i>
Link:	https://translate.google.com/
Description:	Google Translate is a free web service that translates sections of text from English to Spanish.
Features:	Translation, English, Spanish
Tutorial:	Simply type or copy a section of text onto the left-hand side of the page. Then, select the language you want the text translated into on the right-hand side of the page. Please note: These translations are based on statistical matches, rather than direct grammatical translations. Therefore, please check all translation results for accuracy. http://www.slideshare.net/paulhami/word-talk
Cost:	Free
Platform:	Web-based
Title:	<i>Shmoop</i>
Link:	http://www.shmoop.com/animal-farm/
Description:	<i>Shmoop</i> is a digital publishing company that presents academic content in humorous ways. From mathematics to literature to test preparation, Shmoop provides information in ways that students find accessible. Most of the literature included in the site has a video overview of the book on its first page. In addition, each work is summarized in student-friendly vernacular.
Features:	Literature, video, student-friendly vernacular, humor, academic content http://www.slideshare.net/paulhami/word-talk
Cost:	Free for most functions
Platform:	Web-based

Source: Dave Hohulin, M.S., Vice President of Infinitec Services, a program of United Cerebral Palsy Seguin of Greater Chicago. Used with permission.

Table 6.1 Sample Web-Based Resources to Assist in Product Differentiation: Multiple Means of Expression/Action

Title:	<i>VoiceThread</i>
Link:	http://www.voicethread.com https://www.adobe.com/products/reader.html
Description:	<i>VoiceThread</i> is a tool that embodies all three principles of Universal Design for Learning. This tool allows a user to create a slide show online. They can add text or audio notes to the slideshow, or draw on the images in their show. Once published, other users can add their comments to each slide in the form of text notes, voice recordings, or video recordings. The user can share his or her knowledge of a subject, comment on another student's work, or answer questions through a variety of media.
Features:	Images, text, voice recording, video recording, and slide show,
Tutorial:	http://www.teachertrainingvideos.com/voiceThread/
Cost:	K–12 Single Educator License: \$79/year, \$15/month
Platform:	Web-based, iOS
Title:	<i>Blabberize</i>
Link:	http://www.blabberize.com http://youtu.be/FEtUu1r8Pe4 Blabberize+Tutorial.pdf
Description:	<i>Blabberize</i> is a web tool that allows the user to upload a picture, draw a "mouth" on that picture, record his or her voice, and make that picture "talk." <i>Blabbers</i> can be embedded into classroom webpages, and links to a <i>Blabber</i> can be e-mailed. The user can share his or her knowledge of a topic using a fun, engaging tool, without having to rely on traditional forms of writing.
Features:	Interactive graphic, voice recording, custom images, video output
Tutorial:	http://youtu.be/FEtUu1r8Pe4 http://alabamalearningexchange.wikispaces.com/file/view/Blabberize+Tutorial.pdf
Cost:	Free
Platform:	Web-based
Title:	<i>ReadWriteThink</i>
Link:	http://www.readwritethink.org https://pinterest.com/shannon_p_long/qr-codes-in-the-classroom/
Description:	<i>ReadWriteThink</i> is a website that offers a "hybrid" approach to enhancing student learning with technology. The templates contained in the Student Interactives for structured writing can be filled in online. They can then be e-mailed or printed and used as a basis for additional writing tasks. Tools to support writing include: Compare and Contrast Maps, Comic Creator, Essay Map, and a variety of word games and puzzles.

Features:	Writing support, online tool, print, e-mail, writing prompts, games, puzzles
Tutorial:	http://www.youtube.com/user/RWTnow?feature=watch
Cost:	Free
Platform:	Web-based
Title:	<i>LetMeType</i>
Link:	http://www.eduapps.org
Description:	<i>LetMeType</i> is a free word prediction program. Text that is typed can be automatically copied into a custom dictionary, or teachers can copy topic-specific text simply and easily to create a custom wordbank for students. As students type, the vocabulary in the custom dictionary appears in a list from which the students can choose.
Features:	Word prediction, copy and paste, word list, custom dictionary
Tutorial:	http://www.youtube.com/watch?v=bbO9k7d5P_U
Cost:	Free
Platform:	PC Only
Title:	<i>Vocaroo</i>
Link:	http://www.vocaroo.com
Description:	The beauty of <i>Vocaroo</i> is its simplicity. Simply press the record button, record your speech, hit stop, and e-mail a link to your sound file or embed it on a web page. QR Codes can also be quickly and easily created from the recordings.
Features:	Voice recording, e-mail files, embed files, simple QR Code Generation
Tutorial:	http://youtu.be/dBU5OrAXcLw
Cost:	Free
Platform:	Web-based

Source: Dave Hohulin, M.S., Vice President of Infinitec Services, a program of United Cerebral Palsy Seguin of Greater Chicago. Used with permission.

Table 7.4 Sample Web-Based Resources for Differentiating the Process of Learning: Multiple Means of Engagement

Title:	<i>PollEverywhere</i>
Link:	http://youtu.be/GuLH_wm-RfI https://www.adobe.com/products/reader.html
Description:	<i>PollEverywhere</i> is a site that allows a teacher or presenter to add interactivity to a lesson or presentation. The presenter can create multiple choice or open-ended polls and insert them into PowerPoint/Keynote presentations or embed them into web pages. During a lesson or presentation, the presenter can ask follow-up questions or comprehension questions or check for understanding. Users can respond to the questions via text message, visiting a website, or using Twitter.
Features:	Polls, multiple choice, open-ended, text message, web-interface, Twitter, PowerPoint, Keynote
Tutorial:	http://youtu.be/cS1919w5oBM
Cost:	Free for up to 40 responses per poll; other pricing available for additional users
Platform:	Web-based, plug-ins for Mac and PC versions of PowerPoint and Keynote
Title:	<i>Shmoop</i>
Link:	http://www.shmoop.com/
Description:	<i>Shmoop</i> is a digital publishing company that presents academic content in humorous ways. From mathematics to literature to test preparation, <i>Shmoop</i> provides information in ways that students find accessible. Most of the literature included in the site have a video overview of the book on its first page. In addition, each work is summarized in student-friendly vernacular.
Features:	Literature, video, student-friendly vernacular, humor, academic content http://www.slideshare.net/paulhami/word-talk
Cost:	Free for most functions
Platform:	Web-based
Title:	<i>Google Lit Trips</i>
Link:	http://www.googlelittrips.com http://www.readwritethink.org https://pinterest.com/shannon_p_long/qr-codes-in-the-classroom/
Description:	<i>Google Lit Trips</i> uses <i>Google Earth</i> to explore the locations of events that take place in many books used in K–university curricula. After an activity is downloaded and opened, a map of the different locations in the book is presented. The user can “fly” to any of those locations and explore those surroundings virtually. In addition, the <i>Lit Trip Creator</i> has added images, videos, comprehension questions, and links for additional exploration.
Features:	Virtual trip, comprehension questions, pictures, videos, 3D environment, literature connection
Tutorial:	http://youtu.be/dkaQztcVWEA
Cost:	Free, requires <i>Google Earth</i>
Platform:	Mac or PC

Title:	<i>BookDrum</i>
Link:	http://www.bookdrum.com http://www.eduapps.org
Description:	<i>BookDrum</i> is a website that offers bestsellers and classic literature. Each book contains bookmarks that are related to specific pages within each book. Challenging content on these pages is described and accompanied by images, maps, text descriptions, or video content.
Features:	Literature, video, maps, text, images
Tutorial:	http://whsinnovationlab.wordpress.com/category/web-based-tutorials/book-drum/
Cost:	Free
Platform:	Web-based
Title:	<i>Facebook Alternatives</i>
Link:	http://web20edu.com/2011/04/16/fake-facebook-templates-and-pages-for-student-projects/
Description:	<i>Facebook</i> and other social media sites are typically blocked by school IT policies. However, this participatory tool can be a powerful way to engage learners. For example, a student has to know a great deal of information, organize it, and synthesize it in order to create a "Facebook" page about Harriet Tubman or John Adams. These Facebook alternatives give students templates to use that emulate an actual Facebook account in digital or paper format.
Features:	<i>Facebook</i>
Tutorial:	http://www.youtube.com/watch?v=wKznrDT4h-w
Cost:	Free
Platform:	Web-based
Title:	<i>Padlet</i>
Link:	http://www.padlet.com http://www.citelighter.com http://www.thinglink.com/
Description:	<i>Padlet</i> is a virtual corkboard. Once created, a unique URL for that board allows any user to post a note to the board. Text, images, videos, maps, and more can be posted to each board. The notes can be arranged and rearranged as often as needed. <i>Padlet</i> is a great tool for organizing information and collecting informal assessment data.
Features:	Virtual corkboard, notes, video, graphics, images, text, maps
Tutorial:	http://youtu.be/bt6orv2QfZw
Cost:	Free
Platform:	Web-based, iOS

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