Daily Differentiation at Tier One

Three Key Strategies

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Solution Tree
October 8, 2018
Continuous Improvement Conference
Leander ISD, Texas

Think BIG, Start Small: How to Differentiate Instruction in a Brain-Friendly Classroom (Gregory & Kaufeldt, 2015)

Best Practices at Tier 1:
Daily Differentiation for Effective Instruction
Elementary and Secondary (Gregory, Kaufeldt, & Mattos, 2015)

Tier 1
Regular Classroom
80-85%

Tier 2
Targeted
10-15%

Tier 3
Personalized
5-7%

The Best Intervention is Prevention!

High-quality, research-based Core instruction within the regular classroom for ALL students.

Additional targeted (often short-term) small-group instruction

Intensive individualized interventions and supports. May be Special Ed.

Three Key Strategies for Successful Differentiation at Tier 1

1. Orchestrate a Variety of Cooperative Group Learning Opportunities
2. Develop Daily Differentiation Tasks Incorporating Instructional Variety & Novelty & PLAY

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**Daily Differentiation**

*Defined:* The daily integration of a variety of novel, relevant, high-quality, high-impact strategies presented in a brain-friendly environment.

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**Cooperative Group Learning**

- Has a proven track record for contributing to student achievement
- **Fosters 21st century skills** – “4 C’s”: Collaboration, Communication, Creativity, and Critical thinking
- Increases discussion & builds Social Skills
- Fosters positive peer relationships

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**Flexible Student Groupings**

- **On your own (OYO)**
- **Work with one other student (WWOOS)**
- **Study buddy**: preassigned or random
- **Elbow/Shoulder partner**: person next to you
- **Triad**: group of three
- **Table talk**: group work
- **Jigsaw**: expert groups & share
- **Appointment Cards**: temporary

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**“Multiple Rehearsals”**

- Engaging tasks
- Distributed over time
How can we increase engagement in the classroom?

- Small bursts – limit information
- Unpredictable – variety & novelty
- Visual and auditory cues
- Generate an “action” = do something!

Elementary school students typically have a focused attention span of 1 minute per year of age.

Instructional Variety

- **Novelty** – a New Twist on Something
- **Direct Instruction** with Modeling & Demonstrations – Brief!
- **Visuals/Graphics**
- **Multi-modal Activities** – Movement!
- **Games/Mini-competitions**
- **Discovery Play**
- **Choice Opportunities**!

Students should have multiple experiences for how they:

- **TAKE IN** new information.
- Actively **PROCESS**
- **MAKE SENSE** of new ideas.
- **DEMONSTRATE** their understanding using a variety of **PRODUCTS** and **PERFORMANCES**.
Tableaux & Living Dioramas

- Students are asked to physically construct a significant scene from a piece of literature, a historical event or a current issue - through body placement, facial expressions, and the use of a few props.
- This “freeze frame” invites students in the audience to identify the scene, its importance, and the significance of the characters, their actions, and reactions.

“You choose!”
The Power of CHOICE in Learning

- Students should have an element of choice within their learning.

Choice Opportunities Might Include . . .

**Simple Choices**
- Where you sit, handwritten versus typed, with whom to work, which writing prompt . . .

**Must Dos and May Dos**
- Parts of an assignment are non-negotiable, and some parts are a choice of tasks. Some stations or workshop rotations are assigned, and there is a time for student-selections.

“Show What You Know”
- As an end-of-unit choice, students may select how they demonstrate their understanding.

Learning Challenges

- Attention Deficit
- Hyperactivity
- Impulse Control
- Bullying
- Social Cognitive Disorder
- Childhood Obesity
- Learned Helplessness
- Undeveloped Physical Skills /Dexterity
- Sleep Disorders
PLAY can develop:
- Social Skills
- Creativity / Imagination
- Problem-Solving Skills
- Motivation / Engagement
- Growth Mindsets
- Self-Regulation
- Self-Reflection / Empathy
- Goal – Directed Behavior

Play-Deprived?

The kinds of mental disorders we’re seeing in childhood today are exactly what you would expect to see if children were being “Play –Deprived.”

Peter Gray

The Power of Play to Enhance Learning and Build Social Skills

1. Play to Learn Content & Strategy
2. Play to Get Energized
3. Play to Get the Wiggles Out
4. Play to Laugh & Celebrate
Equal education is not when all students get the **same**, but when all students get what they **need**.

Equal isn’t always fair …

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**Basic Tiered Lesson Planning Process**

**IDENTIFY THE OUTCOMES**
What should the students know, understand and be able to do?

**ASSESS THE STUDENTS**
Pre-assess interests, readiness, and learning profile.

**FOCUS LESSON/EXPERIENCE**
Create a common experience for the entire class to focus the learning.

- approaching standard task
- at standard task
- exceeds standard task

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**TIERED Lesson:**

**ON-LEVEL TASK:**
Concept or Skill to be MASTERED for BASIC UNDERSTANDING and COMPETENCY

**ABOVE-LEVEL TASK:**
Lateral Enrichment and Expansion

**BELOW-LEVEL TASK:**
Adjusted for Abilities, Language Needs, etc.
Lesson Sequence or Routine

Exit Cards (Previous Lesson) Data Interpretation

Whole-Class Direct Instruction

Small-Group Application Activity

Adjustment Opportunity

Reinforce-or-Reteach Activity

Independent Application Activity

Formative Assessment

When designing TIERED Curriculum:

Consider ADJUSTING:

• Complexity/Challenge
• Resource Materials/Technology
• Amount of Structure
• Time Allotment/Pacing
• Variety of Products
• Level of Dependence

Formative Assessments

A formative assessment or assignment is a tool teachers use to:

◦ give feedback to students and/or
◦ guide their instruction.

• It is not included in a student grade, nor should it be used to judge a teacher’s performance. (Summative Assessments)

Scaffolded Instruction

The teacher helps the student master a task or concept that the student is initially unable to grasp independently.
**Scaffolding**

*Scaffolding:* Using a variety of instructional techniques to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process.

**Common Scaffolding Strategies:**
- students get a *simplified* version of a lesson, etc. and then complexity, difficulty, or sophistication is increased over time
- teacher describes or illustrates a concept, problem, or process in *multiple ways* to ensure understanding
- students are given a *vocabulary lesson* before they read a difficult text

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**Tiered by Complexity**

- **Least complex:** Create an informational brochure that will inform your classmates about an environmental issue related to rainforests.
- **More complex:** Create an informational brochure that will inform your classmates of the different points of view about an environmental issue related to rainforests.
- **Most complex:** Create an informational brochure that presents various positions on an environmental issue related to rainforests. Determine your position on the issue and present a convincing argument for it in your brochure.

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**Responding to Targeted Students**

- Check for Basic Needs…
- Consider a Short-Term “Study Buddy”
- Implement a Scaffolding Strategy
- Boost the lesson with a creative twist
- Insert technology
- Offer a CHOICE

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